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ABSTRACT

This report describes a 3.5-year program to prepare graduate students at the City University of New York (CUNY) for the professorate. A total of 90 Ph.D. students from 31 disciplines participated in a semester-long comprehensive seminar with readings and other assignments, followed in the next semester by monthly meetings and a part-time teaching position at a local college monitored by a master professor. An evaluation of the program and the participants found that the program had a positive impact on the knowledge, attitudes, and confidence of the student participants toward college teaching. It was also discovered that the program clarified and organized the experiences and thoughts of the college faculty and administrators who took part as advisors, presenters, and mentors. Seven appendixes provide: (1) schematic illustration of major project activities; (2) curriculum outlines; (3) agendas for monthly practicum meetings; (4) bibliographies of student readings and sample student assignments; (5) student, faculty, and administrator survey forms; (6) evaluation results; and (7) a sample certificate of completion. (MDM)

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PREPARING DOCTORAL STUDENTS FOR TEACHING CAREERS IN URBAN COLLEGES AND UNIVERSITIES

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PREPARING DOCTORAL STUDENTS FOR CAREERS IN URBAN COLLEGES AND UNIVERSITIES (P116A10925)

ABSTRACT

Operating within an urban context, this 3½-year project prepared 90 Ph.D. students from 31 of the 32 social science, humanities, and science, engineering, and mathematics disciplines offered by The CUNY Graduate School and University Center for college teaching careers. Each of the three program cycles consisted of a semester-long comprehensive seminar, with readings and other assignments, followed in the next semester by monthly meetings and a part-time teaching position at a local college mentored by a master professor. The program had a positive impact on the knowledge, attitudes, and confidence of the student participants toward college teaching. It clarified and organized the experiences and thoughts of the college faculty and administrators who took part as advisors, presenters, and mentors; and it was institutionalized by the Graduate School that, additionally, received grants to continue to pursue specific aspects of its efforts to prepare future faculty.

PREPARING DOCTORAL STUDENTS FOR CAREERS IN URBAN COLLEGES AND UNIVERSITIES

Fund for the Improvement of Postsecondary Education (P116A10925)

CENTER FOR ADVANCED STUDY IN EDUCATION (CASE)
The Graduate School and University Center (GSUC)
The City University of New York (CUNY)

EXECUTIVE SUMMARY

This 3½-year project, Preparing Doctoral Students for Teaching Careers in Urban Colleges and Universities, operated at The Graduate School and University Center (GSUC) of The City University of New York (CUNY) during the period October 5, 1991-January 4, 1995. It sought to prepare graduate students for the professoriate and emphasized effective teaching to meet the needs of the increasing urbanization of the undergraduate college students, developing discipline-specific pedagogical strategies, and training doctoral students for the full array of faculty responsibilities.

The project addressed these issues within an urban context. Reflecting the organization and culture of The City University of New York, and the fact that it did not have a typical TA-type training program in place at the time the project was conceived, the focus was on preparing Ph.D. students for their initial teaching experience, probably as part-time faculty in public and private 2- and 4-year colleges in the New York City greater metropolitan area. As it was implemented and refined, more effort was devoted to insuring that the student participants had as rich an experience as possible in the many different facets of the career of teaching.

The basic program cycle consisted of a semester-long seminar followed by a practicum: monthly meetings and a semester-long teaching assignment supervised by a mentor, a master college professor. Three cycles of the program were conducted involving a total of 90 students from all but one of the GSUC's 32 Ph.D. programs. In year one, the curriculum and the evaluation instruments were developed, and in the Spring 1992, the first seminar for 20 doctoral students from the social science disciplines was held. In the Fall 1992, these students took part in the practicum, and a new group of 18 humanities Ph.D. students took part in the seminar; they participated in the practicum in the Spring 1993. Year three included a Fall seminar for 22 students in the Science, Engineering, and Mathematics (SEM) disciplines, and a Spring 1994 practicum for them. The last months of the project were devoted to evaluation and to meetings of all participants, to both celebrate their successful completion of the project requirements and to help them organize a series of meetings for, minimally, the remainder of the 1994-95 and the 1995-96 academic years.

The 15-week seminar included an orientation and overview of the professoriate, general and specific teaching techniques, and information about classroom management and career development. Students were introduced to the history and structure of American higher education; they examined the effects of open admissions policies on college demographics, organization, and services; and

looked at the impact that four distinguishing characteristics of urban learners (cultural diversity, basic skills level, language varieties, and motivational level and persistence) have on the curriculum and classroom practices. Seminar students also learned about classroom testing and grading, and discussed lectures, collaborative learning, computer-aided instruction, and study groups. Although the curriculum was modified over the course of the project based on expert and student feedback, only two sessions in each cycle were spent on discipline-specific content: for example, the city as resource (social sciences), assessing creativity (humanities), and conducting laboratory sessions (science) or teaching remedial math (mathematics). The final seminar meetings were devoted to exploring ethical issues; balancing teaching, research, and service commitments; and getting and keeping a teaching job and promotion and tenure.

A total of 50 different guest presenters, singly, in pairs, and in panels, led the seminar discussions. Another 15 people presented at the practicums. For the most part the presenters were faculty members from various disciplines at the 17 undergraduate colleges the comprise the University system. By being exposed to these many people, student participants experienced varied points of view and presentation/teaching styles and made contact with faculty and administrators at many campuses. The presenters were also generally enthusiastic about participating; for several, it was an opportunity to organize their thoughts and reflect on their classroom teaching and academic career experiences.

The seminar also assigned students, in addition to a lengthy list of suggested readings, tasks that would be relevant to their future faculty status: at least one structured observation of a master teacher; the creation of a comprehensive syllabus for an introductory course in their discipline; the development of a professional curriculum vita; and the identification of three sources of funding for research/demonstration projects in their field of study. Successful completion of these assignments and attendance at all seminar sessions and monthly practicum meetings qualified participants for a Certificate of Completion, a notation on their official transcript that they had participated in and successfully met the program requirements, and, if the student wished and at the discretion of his/her Ph.D. program, from one to three course credits (the last requested by only one student).

The second semester practicum was voluntary and consisted of: (1) a part-time adjunct teaching assignment at a City University of New York or other public or private college or university in the geographic area, and a mentorship with a master professor from the campus at which the student was teaching; and (2) monthly meetings of participants centered on practical instructional issues and/or problems they were experiencing.

Not all participants elected the adjunct teaching option, largely because they were already employed, typically as research assistants; studying for one of their qualifying exams; or, in a few instances, not yet "ready" to teach. And of those who did teach, only a small number were interested in forming a relationship with a mentor. Their reasons varied, but generally related to the perceived negative connotations of "being mentored", a phenomenon gaining attention in the mentoring literature. In contrast to the low rate of participation in these activities, the monthly meetings were very well attended and, although not widely publicized, drew other interested students from the GSUC as well.

The program was distinguished by the seminar component and attendant activities and by the second semester's monthly meetings. The mentoring aspect, less developed, attracted fewer students, although those who did form such a relationship found it to be "very worthwhile". The mentors,

in turn, rated the mentees as above average compared to the typical adjunct with respect to commitment to teaching, preparation and organization, use of non-traditional pedagogical strategies, and interactions with undergraduates. Last year, the president of the GSUC formed a Mentoring Task Force to examine all aspects of mentoring. Its report and recommendations is due shortly and some of its suggestions may be incorporated into the Graduate Teaching Fellows (GTF) training program--the institutionalized response to the FIPSE demonstration.

Project staff undertook an extensive evaluation of the program that had both formative and summative objectives. The formative procedures relied on a variety of feedback methods which informed subsequent project development efforts. Thus, for example, all student participants rated each seminar session and practicum meeting, while the posttest version of the Opinion Survey also contained detailed questions about the program's organization and structure, as did the longer-term questionnaire, Looking Backward.

The Opinion Survey was the primary measure of the impact of the program (specifically of the seminar) on the student participants. It was constructed during the project's planning phase and administered each cycle to all applicants to the program (pretest), and administered again, after the seminar (posttest), to assess changes in knowledge, attitude, and confidence. The non-accepted applicants (nonparticipants) formed the comparison groups for analysis. The first question related to attitude toward and knowledge about college teaching. The results indicate, generally, a positive significant change in attitude for all three groups of participants combined, from pre- to posttest. Similarly, the change in their pretest to posttest knowledge subtotal mean score approached statistical significance. In contrast, the knowledge and attitude subscores of the comparison students, all groups combined, did not show any appreciable change during the same period of time.

The Opinion Survey also contained a question pertaining to students' comfort/confidence level with certain pedagogical techniques and classroom management strategies. For all groups combined, the scores for the participants on approximately half of the statements increased from pretest to posttest to a highly statistically significant degree, unlike the scores of the nonparticipants, indicating an increase in confidence level attributable to participation in the seminar.

Participants also reported a great number of things they are doing or would do as instructors as a result of their experiences in the seminar. These included getting to know/becoming more sensitive and responsive to their students; increasing their range of teaching techniques; organizing and preparing class sessions more carefully; developing more comprehensive and explicit syllabi; selecting textbooks differently; modifying tests, testing, and grading strategies; introducing more writing into the curriculum; dealing differently with behavior and related class management issues; and including a multicultural perspective in the coursework. Their responses ranged from the general to the very specific and are noted for creativity and thoughtfulness.

The program's impact was also demonstrated in the success with which students obtained teaching positions. First, in each cycle, staff obtained part-time positions for almost all participants who wanted one. Available adjunct positions at CUNY are very competitive and having participated in the seminar program gave students a definite advantage. Furthermore, two students (ABD's in the social sciences) were offered and accepted full-time tenure track instructional positions: one at Boston University and one at Montclair State University. Another (humanities) student accepted a joint appointment in two departments at Pomona College. All of these students and others employed in part-time teaching positions at CUNY and other non-CUNY colleges attribute their success at

having obtained these positions to the FIPSE project.

The project also had positive outcomes for the GSUC and for its relationship with the CUNY undergraduate campuses. First, it resulted in priority been given to GSUC doctoral students as adjuncts. This was largely a result of the ripple effect of the colleges' good experiences with the FIPSE seminar graduates. Second, the GSUC demonstrated conclusively that it could provide the colleges with well-trained faculty--they had good experiences with the FIPSE students which continued with the GTF fellows. The project's impact was also felt in the teaching seminars offered by several of the GSUC Ph.D. programs: here, curricula were modified and generally expanded to reflect the FIPSE project's content and student-centered activities.

Perhaps one of the most important consequences of the project was its effect on the GTF program which is now firmly institutionalized at the GSUC, supported by the University's central administration, and funded so that it can operate on a long-term basis. The program itself, still under development, used the FIPSE project as model for its training and orientation. With the introduction of workshops during the semester, it even more closely resembles our demonstration in content and format.

Other outcomes credited to the success of this demonstration include the award of two grants to the GSUC to continue to develop innovative ways to prepare doctoral students for their roles as productive faculty members. The first grant, from the CUNY Women's Research and Development Fund, was for a seminar series for women doctoral students emphasizing the career aspects of preparing for and entering into the professoriate. It elaborated on themes introduced in the FIPSE seminar and practicum meetings, employed women faculty and administrators from various CUNY college units as guest discussants, and included a bibliography, handouts, and other assignments. The participants in this program combined with the FIPSE participants to continue the workshop sessions through the 1994-95 and 1995-96 years, organizing the topics and selecting the presenters under the sponsorship of the project director. They are currently seeking the very modest level of funding this effort would require from the Doctoral Students Council and/or from the Office of the Vice President for Student Affairs at the GSUC.

In September 1994, the GSUC in partnership with six of the undergraduate CUNY colleges, received one of 17 awards from the American Association of Colleges and Universities and the Council of Graduate Schools, supported by the Pew Charitable Trusts. This two-year grant will enable The Graduate School and University Center and its partner institutions to continue building upon and refining its programs for the preparation of future faculty.

May 1995

Barbara R. Heller
Project Director

Natalia V. Smirnova
Project Associate

PREPARING DOCTORAL STUDENTS FOR TEACHING CAREERS IN URBAN COLLEGES AND UNIVERSITIES (P116A10925)

Center for Advanced Study in Education
The Graduate School and University Center
The City University of New York

October 5, 1991 - January 4, 1995

PROJECT OVERVIEW

This 3½-year project, 10/5/91-1/4/95, was designed and conducted by the Center for Advanced Study in Education at The Graduate School and University Center of The City University of New York (CUNY)--the nation's largest urban and third largest university system. It is a local response, within an urban context, to improving the effectiveness of college teaching, as well as to the proliferation of teaching assistantship programs, changing college student demographics, and the growing use of part-time faculty.

The project prepared a total of 90 doctoral students from 31 disciplines for teaching careers in the full range of colleges and universities that serve undergraduate students. In its first year, the focus was on doctoral students in social science Ph.D. programs at CUNY; in years two and three, students in the humanities and in the sciences, engineering, and mathematics programs, respectively, also took part. Each year consisted of a semester-long seminar, followed in the next semester by a practicum consisting of a part-time teaching position, mentored by a master teacher, and monthly meetings. All of the doctoral students completed the seminar component satisfactorily, including the readings and other assignments designed to extend and consolidate their experiences, and almost all students who opted to teach part-time taught in the second semester of the one-year program. (See Appendix A for a schematic representation of the major project activities.)

The program had a positive and lasting impact on the knowledge, attitudes, confidence level, and career plans of the students who took part, as exemplified by the two students who obtained tenure-track teaching positions at major universities before completing their dissertation. It also led to positive outcomes for the college faculty and administrators who participated as advisors to the project, guest presenters, and mentors. Moreover, as a result of the project, and with additional grants, two related programs were implemented, including one specifically targeted at the training of women doctoral students for academic careers. As a further direct consequence of what was accomplished, there were policy and procedural changes in how The Graduate School and University Center (GSUC) and the

University prepares graduate students for the professoriate.

PURPOSE

In its conception, the project owed a great deal to other teaching assistantship training program models, but in its execution it was shaped by the unique local circumstances governing the practice of employing CUNY doctoral students as part-time adjunct instructors in the University's 2- and 4-year colleges (see below, Background and Origins). It was also originally designed to address the increasing urbanization of the nation's undergraduate college population and the apparent need for discipline-specific instruction. As the project unfolded, however, several of its underlining assumptions were challenged: for example, the need to develop discipline-specific approaches to classroom teaching.

Perusal of the literature and discussion with faculty and other experts suggested that there may be differences among disciplines in instructional methodologies that could affect learning. As we attempted to operationalize these differences, starting with the curriculum for the social sciences, it became clear very early on that only one or two of the seminar's 15 sessions need be dedicated to this type of unique material. Using that curriculum as a starting point, the humanities' consultants approved the outline for the seminar, agreeing that it reflected the important content for the preparation of Ph.D. students for college teaching; they opted to devote two sessions to (a) teaching theory, and (b) teaching the performing arts. Comparable feedback was obtained from the sciences, engineering, and mathematics faculty who modified the curriculum slightly, with set asides for teaching (a1) remedial mathematics, or (a2) a laboratory/recitation section, and for (b) examining the hierarchical nature and other distinguishing characteristics of these disciplines. (See Appendix B for copies of the three curriculum outlines.)

Input from the more than two dozen experienced professors from different disciplines who reviewed these curricula, coupled with the experiences of the student participants and feedback from 50 other professors and administrators who were involved as seminar presenters, provides substantial support for a "generic" curriculum for the training of future faculty--that is, for a curriculum that is more or less applicable to training faculty for all disciplines. Such a curriculum, especially when delivered by experts in the various subject matter, not only provides graduate students with the background new instructors and new faculty members need, but also breaks down barriers among the disciplines, develops a common vocabulary, and enhances collegiality.[1]

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[1] Mitigating against a generic curriculum is that discussions of effective college teaching are usually by or within discipline. When colleagues interact across departmental lines, discussion

The project's urban emphasis was similarly operationalized: i.e., the content was defined by experts and the seminar curricula and agendas for the monthly practicum meetings were planned, implemented, and modified over the course of the project. Four critical characteristics of urban students were identified as having important implications for the classroom: students' language varieties, cultural diversity, background and level of prior academic preparation, and their level of persistence and motivation. Each of the three seminars devoted one session to a general overview of the demographics of urban (particularly CUNY) college students, emphasizing their age[2]; employment patterns and status as heads of families; level of academic achievement as indicated by scores on the CUNY Placement (entrance) Exams in reading, writing, and mathematics[3]; and their persistence in pursuing a college education. It is not unusual at CUNY, as at other universities, for students to take from 5 to 7 years to complete their baccalaureate studies; and in a few cases, as many as 12 years to complete an associate degree. The fact that so many continue on and do so successfully speaks to their high level of interest in a college education and their unprecedented motivation, often in the face of very challenging life circumstances.

With respect to how these demographics may play out in the classroom, the graduate students were asked to consider "course prerequisites": if an undergraduate is taking, say, 8 years to complete his/her studies, s/he may have taken the prerequisite to your course 6 years ago. This speaks to how much of this prior information is currently available to the student. As another example, one of the effects of full-time (or even part-time) work may be on students' ability and/or inclination to use the library. To reduce the time pressure demands on students, some instructors routinely distribute copies of the readings; other instructors, for example, concerned about students' finances, put the textbook on library reserve, thereby insuring that cost alone won't prevent a student from completing the assignment.

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rarely focuses on instructional methodology. This separation of disciplines reinforces the apparent instructional differences among the different disciplines. A project like this one, which fosters interdisciplinary interaction, leads to very different conclusions about the transferability of pedagogical approaches.

[2] The average age of the CUNY college student, as an illustration, is 27 years. Two-year college students tend to be older than their 4-year college cohorts. Almost 80 percent of CUNY students are employed ether full-, or part-time; community college students are more likely than senior college students to be employed full-time.

[3] Because of the University's admissions policy, 4-year college students need a higher high school GPA's than do 2-year college students, and pass the placement exams in greater numbers. Almost 40 percent of all CUNY students, however, do not pass these exams.

A second seminar session was spent discussing students' language varieties and focused on students for whom English is a second language or for whom standard English is not the spoken language of choice. (See Appendix B.) Reading and comprehension, correcting and assigning scores and grades to students' writing and speech were stressed. Common fallacies and assumptions, such as the relationship between the use of non-standard English and intelligence, were examined and samples of students' written work were reviewed.

Similarly in each cycle, a third seminar session was spent on cultural diversity: the backgrounds and cultures represented by undergraduates in urban colleges and the impact of multiculturalism on the curriculum. Although discussion of multiculturalism, for example, is fairly common in the humanities, it is much less talked about in the social sciences, and especially in the sciences, engineering, and mathematics (SEM), where it has virtually been ignored. For this last group, the focus was on if and how the curriculum, funded research, and publishing were affected by gender, race, and culture.

Although subject-specific teaching strategies and effective responses to the needs of the urban learner represented the major issues that this project sought to address, it also dealt with team skills, professional contacts and networks, career information and training, and college and community service responsibilities. In addition to the seminar and practicum meetings, and the opportunity to teach, the program also had a mentoring component--a strategy that has had proven success in other teaching assistantship programs.

Our experience with mentoring was limited and had mixed results. As will be more fully described below (see Project Description), in the second semester of each cycle, those students who were engaged in classroom teaching were given the option of working with an experienced faculty member mentor. Few of our graduate students took advantage of this opportunity. Those who did so felt it was a worthwhile experience. For the majority of students who taught as adjuncts, however, interacting with a mentor was viewed as just another imposition on their already full lives as worker, scholar, and part-time college instructor. In its more successful trials in other projects, the mentoring relationship is usually not only not voluntary, but may also be more carefully delineated, planned, reinforced, and assessed--whereas here, it was an add-on component and recognized and valued as such.

In marked contrast, the emphasis on career preparation was very responsive to Ph.D. students' interests and needs. In the seminar, they talked about the different types of postsecondary educational institutions and their different professional responsibilities and lifestyles; analyzed the academic career ladder and the granting of tenure and promotion; examined the balance among teaching, research, and service and between personal and professional obligations; heard about union (contractual) rights and responsibilities; discussed

writing for publication; explored how to get and keep a (first) teaching position;[4] and were given several assignments.

We employed still other implementation strategies with great success, including grouping students by broad area (social science, humanities, and SEM); using seminar presenters from various fields of study and from different institutions; and expanding the seminar curriculum and that of the monthly meetings to include non-teaching/non-research professorial responsibilities. These strategies will be described below.

It is important to note that the seminar and monthly meetings were the program's core, and that some of the other activities, such as the mentorship, were experienced by the participants, and, indeed, by the developers as well, as more peripheral. Some of the reasons reflect the circumstances of this project, which will be reviewed in the following section.

BACKGROUND AND ORIGINS

The context in which this project operated affected the choice of implementation strategies and the outcomes in significant ways, even though its basic design and the configuration of its elements were developed to deal specifically with some of these contextual factors. In particular, the project was shaped by the absence of a TA-type training program in place at the GSUC at the time the project was started, coupled with the common practice of employing CUNY doctoral students as part-time adjunct instructors at one or more of the units in this large, multicampus, urban university system.

The City University of New York (CUNY) is the largest urban and third largest university system in the nation, enrolling approximately 213,000 students in credit programs and another 150,000 people in continuing education. The University is served by a faculty totalling 16,000. It is composed of 17 undergraduate institutions (2- and 4-year colleges), the Graduate School (GSUC), Law School, Medical School, and an affiliated Medical School.

All campuses of the University are located within the five boroughs of New York City. All are accessible by public transportation, although the approximate distance between the two most outlying colleges is 30 or so miles by car. By and large, the University draws

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[4] How to get and progress in a teaching position was of uppermost importance to students. This and some other career issues was the basis of another CASE seminar project for Women Students Interested in a College Teaching Career. (See Project Results.)

its students from the residents of New York City. Under its open admissions policy, established in the mid-1960's, this publicly-supported University guarantees admission to one of its undergraduate colleges to every New York City high school graduate.

The 2- and 4-year colleges differ from one another in both subtle and often dramatic ways: in the ethnic composition of the student body as well as in their socio-economic level, in geographic setting, in programs of study, in languages spoken and in other culturally diverse ways, and in age and type of facilities and resources. One college, for example, is located on the ocean and houses a fishery program; another occupies a renovated secondary school. In one college, Spanish is the language spoken. Another has an all African-American student body. The oldest college was established in the 18th century; the more recent ones in the 1960's.

The Graduate School and University Center (GSUC) of CUNY was established in 1961. It offers all 32 of the University's doctoral programs (including several sub-programs) and seven of its master's programs, the major portion of which are offered by the senior colleges. Operating as a consortial institution that shares 1,600 of its 1,700 faculty members with the CUNY colleges[5], the GSUC currently enrolls approximately 4,000 doctoral students, evenly divided between men and women. Ph.D. programs are offered in the social sciences, humanities, and the sciences, engineering, and mathematics.

In addition to its consortial structure and interrelationship with the undergraduate campuses, another of the University's distinguishing characteristics is the fact that historically its doctoral students have been involved in the teaching of undergraduates. Graduate students make up a sizable proportion of the CUNY's adjunct teaching force (numbering more than 6,000 people in 1991), which has grown with the increase in students and in remedial or developmental courses brought about by open admissions. Adjunct faculty at CUNY, including the doctoral students, are often assigned introductory and/or remedial courses, especially in English and mathematics, as well as some upper-level ones. It is not uncommon for a second-year doctoral student, or in many instances (in the English Ph.D. program, for example) or for a first-year student to "adjunct". As adjuncts, they are responsible for all that takes place in the classroom, from planning the syllabus and selecting the textbook, to devising quizzes and examinations, and to grading students.[6] Thus, the preparation of these

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[5] One hundred faculty hold central appointments at the GSUC. The other 1,600 faculty members, based at the undergraduate colleges, teach courses there and supervise doctoral students' research.

[6] Graduate students from other public and private universities in and around New York City, secondary school teachers, retired persons, free-lancers, and others are also employed as

graduate students should not only be comprehensive, but should take place early in the program and be relatively condensed as well.

Although no formal TA program was in place (prior to this project), to meet the need for a trained corps of part-time instructors, several of the colleges and approximately 9 of the 32 Ph.D. programs offered a course or short seminar in teaching to their graduate students. By necessity, none of this training was developmental--increasingly involving the graduate student in classroom instruction and/or classroom management. The training that was being offered was framed by the need to prepare the students for their immediate role as professor.

It was within the context of preparing doctoral students for these instructional responsibilities that the present project was conceived. It was planned as a model program, with a view toward extending the training of these students for the professoriate, both in terms of content and in numbers trained. From its inception, this project sought to encompass the teaching and service responsibilities of college and university faculty members.

Unquestionably, a genuine need existed at the University for a program that would consolidate the training of doctoral students not only for part-time but for regular academic positions. From the beginning there was a great deal of support for this project. The University's central administration, the individual colleges, and the GSUC took an active interest in the activities. Through the president of the GSUC, the Deputy Chancellor of the University, the second-highest ranking administrator, was kept closely informed. The Graduate Teaching Fellows project (see below) was the institutionalized response.

A project advisory committee, formed to guide the project's development, inform its policies, and oversee its operation, was composed of the Provost of the GSUC (to whom the project reported); the executive officers (i.e., chairs) of the English, Anthropology, Chemistry, History, and Sociology Ph.D. programs (representing the social sciences, humanities, and SEM Ph.D. programs, as well as Ph.D. programs that did and did not have programs in place to prepare doctoral students for teaching); chairs of 2-year and 4-year college departments; the Director of the Center for Advanced Study in Education; graduate students in English, Linguistics, and Political Science; and the project's seminar director and

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adjuncts. Staff met with department chairs and other campus representatives asking them to grant preference in awarding part-time teaching positions to CUNY doctoral students; without exception, all 17 colleges agreed.

project director.[7]

The project was also strongly supported by the graduate students and by college faculty and administrators whose cooperation was often accompanied by an offer to volunteer to lead a seminar session. First, with respect to students' interest in the project, the number of applications received in response to our mailing sent out with registration materials approximated almost four applications for every seat. Students remained committed to the project: with the exception of two students who dropped out of the humanities seminar after the second session, all of the 90 other students continued in the seminar and attended the monthly practicum meetings, although, as noted, far fewer took part in the teaching and the mentoring components.

While all students rated the program as worthwhile, a core group continues to be more actively involved: to this day they report their progress and job offers, ask for references, serve as advisors in other projects, and meet with students from other programs (see below). They also ask for help with applications, proposal writing, and the development of course syllabi. For the first year or so after they completed the program, some continued to seek our advice about classroom management (usually, discipline-related concerns) and about pedagogy.

The project generated an extremely high level of excitement among faculty and administrators at the 17 undergraduate campuses. In addition to the phone calls and correspondence offering their assistance, numerous individual professors wrote letters indicating that (with creative variations) the project was "very welcomed", "about time", much needed", and "very appreciated". Bibliographies, suggested speakers and topics, and descriptions of related programs were also sent to us. The colleges backed up their expressions of interest by hiring as many program graduates as possible.[8] We continue to get

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[7] The composition and size of the advisory committee underwent changes between 1991 and 1994. As a group, the advisors met three times each year; informal meetings of individual or small groups were also held regularly.

[8] Most adjunct hiring is done at the end of a semester or within the first two weeks of the following one. We were able to fill the colleges' requests for graduate students with seminar experience and we also successfully solicited part-time teaching positions for other interested seminar students. Several of these resulted in long-term, mutually satisfying relationships which provided students with income, experience, and opportunities for the future. The colleges, in turn, had the benefit of part-time instructors who understood their undergraduate population, had access to a support system, and who had greater pedagogical expertise.

requests for referrals, not only from CUNY colleges, but also from other institutions in the region.

PROJECT DESCRIPTION

As depicted in Appendix A, this project was funded from the beginning of October 1991 through the beginning of January 1995. Most of the student-centered activities took place between February 1992 and June 1994. The initial months were devoted to planning activities, while the period from June through the Fall 1994 semester included, in addition to the evaluation, other followup activities, including a general meeting of all student participants together with students from other projects, and the formation of a student-led group interested in continuing to explore "college teaching and academic careers."

The basic program cycle consisted of a 15-week seminar followed in the next semester by a practicum: monthly meetings, plus adjunct teaching and arranged mentorships. Except for the first cycle for students in the social sciences which started in the spring, the second cycle (for humanities students) and the third cycle (for SEM students) were better synchronized with the academic calendar and began in September with the seminar. Future iterations should follow this sequencing. As noted, 90 students, 20, 18, and 22 people from the social sciences, humanities, and SEM, respectively, completed the seminar and took part in the practicum meetings.[9] Fewer students in all groups, 15, 14, and 12, respectively, engaged in adjunct teaching, and fewer yet, 5, 7, and 3, respectively, availed themselves of the mentorship.

Students who opted not to teach in the second semester were (in decreasing order of frequency) already working at non-teaching jobs, usually as research assistants; preparing for exams and completing papers; and "not yet ready", still being quite trepidatious about teaching. Also included were two international students who could not find adjunct positions because of English language difficulties.

The reasons that the adjuncts did not choose the mentorship had to do with very pressured time schedules and, in a few instances, their not wanting to be seen as "in need of mentoring."[10] However, all of the students who accepted mentors found the relationship to

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[9] Appendix C contains the agenda for the monthly practicum meetings for all three cycles.

[10] The recent literature on mentoring indicates that, increasingly, there is a perceived stigma to "being mentored"; several of the newer mentoring programs, at least at the younger grade levels, address this directly by asking those who are being mentored to mentor students at levels

be helpful, although many did not take full advantage of it. The most valued aspect, from the students' point of view, was the classroom observation and feedback that each of the mentors provided. From the mentors' perspective also, the experience was quite satisfying: mentors tended to feel that they were performing a very useful function "supporting their junior colleagues" and that the graduate students with whom they worked were "much better prepared teachers than the typical graduate student adjunct."

Early in the proposal planning stage, the decision was made to group the Ph.D. students by similar fields of study. Thus, as mentioned previously, the first cycle was for students from all of the GSUC's 10 disciplines in the social sciences; the second cycle included students from 9 of 10 humanities' disciplines (because of its own extensive training program English Ph.D. students were not represented); and students in all 12 SEM disciplines took part in the third cycle. This decision was both pragmatic and substantive--a way of organizing the students and addressing the issue of discipline-specific pedagogy. As the program developed, the other important benefits of this grouping, several of which have already been alluded to, became clear: first was the recognition that related disciplines, and even those less closely related, share both traditional and innovative teaching strategies.

Second, participating students experience interacting with professionals in disciplines other than their own useful in the future when they will work together in such ways as on college committees. The consensus was that participants, despite some initial hesitancy, felt that the interdisciplinary grouping was "expansive", "stimulating," and "interesting". Many said that it was the first time in graduate school that they had been in contact with people who were not in their own Ph.D. program.

Other important features distinguishing this project include, as mentioned: employing faculty from a variety of undergraduate colleges as well as from different disciplines to lead the seminar and practicum; developing student assignments that were relevant, interesting, and reinforcing; and emphasizing the career aspects of professorial life. Faculty, including department chairs from all but one of the 17 CUNY undergraduate colleges, led the seminar sessions and/or practicum meetings (see Appendices B and C). In addition, we invited other outside experts, including representatives of the University's professional union, its central division of institutional research and analysis, the GSUC, and the Mount Sinai Medical School to participate; a professor from a college in New Jersey was also a guest presenter. In total, 50 different people, 45 faculty members, and 5 academics in non-teaching assignments, took part in the seminar; another 11 people presented at the practicums.

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below them. Perhaps a strategy of this type should be considered in the future.

The seminar curriculum was intentionally structured so that it could be delivered by different people, with project staff coordinating the sessions. To recapitulate the advantages of this strategy: students got a chance to interact with people with many and diverse view points; they made contact with at least one person from 16 different CUNY college campuses and at least 30 different college departments; and they were exposed to the cultures of 2- and 4-year colleges, professional colleges, and graduate and professional schools, as well as to non-teaching academic careers. There was also a political advantage to involving representatives from the entire University.

The presenters were pleased to participate and extended themselves in many ways. Students followed up on all of the opportunities that were offered and frequently developed relationships that led, in the short-run, to adjunct teaching positions, research jobs, and the exchange of books and other materials; a few longer-range relationships were also established that led to professional collaborations and informal mentoring.

There were some obvious disadvantages to having different people lead the different sessions. First, there was some discontinuity, which staff attempted to moderate. Then there was the problem of conflicting opinions between presenters which, by necessity, occurred in the absence of one of the parties. Finally, there is the question of whether this format presents sufficient opportunity for in-depth discussion, although it certainly helps move the syllabus forward! However, this may have been more a function of the number of topics and the amount of information we wanted to cover than to having different people present.[11] All things considered, however, it is clear that this format enabled students to gain a breadth of experience that cannot easily be duplicated.

Another valuable part of the seminar was the student assignments. There were four assignments, in addition to the readings: classroom observations, a curriculum vita, a comprehensive syllabus, and information about potential funders. (Appendix D.)

Early in the seminar, participants were assigned to do a classroom observation at a CUNY 2- or 4-year college. Through contacts with the chairs of all of the colleges' departments, staff obtained schedules of faculty members who agreed to be observed and to meet with student afterwards to "debrief" the observation. Students signed up for at least one and as many as three or four visits. Again, faculty were eager to take part in these observations even to the extent of picking a student up by car and driving her to the college.

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[11] This strategy also increased the administrative complexity and effort involved in identifying and inviting speakers, in orienting them, and in providing them honoraria and formal acknowledgement.

A structured observation schedule and detailed directions (Appendix D) guided the students' visit and report. Students, very interested in the activity, noted that it enabled them to meet with a faculty member on a one-to-one basis and to analyze teaching in the classroom. As one student put it, "I've been in school all my life and never looked at what a teacher does before." Another participant said, "It [the observation visit] was a real eye-opener for me. I couldn't imagine so many things happening [in class]. I also didn't believe that I've sat in so many courses in my life and never thought about why some teachers are good and why others aren't."

Part of one seminar session was spent talking about what students had observed in the context of effective teaching. Students had previously described "the best teacher they ever had" and the "three characteristics of effective teachers" (see Appendix E, Opinion Survey), which allowed staff to not only relate these observations to students' beliefs, experiences, and assumptions, but also to demonstrate how an assessment instrument can also be used for instructional purposes.[12]

The second assignment for students, due about one-quarter of the way into the seminar, was to develop a curriculum vita for a teaching position. In addition to discussing what such a cv might look like, the seminar director, assisted by selected department chairs from the colleges, critically reviewed each one. She then conferred with individual participants. All of the students submitted a second version; some did as many as four. Their greatest difficulty was in how to best present their prior experiences as tutors, mentors, and coaches.

Participants felt that this assignment was particularly relevant and they were pleased with the individual attention. Many used the conference with the seminar director to clarify their career goals. All during the project, students were grateful for any opportunity to talk with project staff. Even today, more than three years after the social science students completed the program, several still inform us of their activities and ask our advice.

The participants' next assignment, due approximately three-quarters of the way into the seminar, was to construct a comprehensive syllabus for an introductory course in their

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[12] To foster the use of tests, questionnaires, and other assessment techniques for teaching as well as evaluation purposes, staff developed a one-minute feedback form that was distributed to students at every meeting. While it was used primarily to provide feedback to staff, it also gave students an opportunity to comment about the session. Seven graduate students tried this type of assessment in courses they taught, and several others indicated that they would consider it in the future.

discipline. Like the cv's, the syllabi were individually reviewed by selected faculty from the colleges and by the seminar director who, again, met with each student. In addition, part of one seminar session was devoted to common problems: how much content material to include on the syllabus (and how to cover it in class); how to select a text; and so on. This assignment, too, was judged relevant by most students, many of whom actually used the syllabus in their class. It was an especially useful exercise for those participants who were invited to teach at the last minute, but was also appreciated by other students who were not to begin teaching for a year or two.

The fourth and final assignment had to do with the participants' research interests. Here, students were asked to identify three to four agencies or organizations, public or private, that support research in their field and, for each, to: determine its priorities, ascertain the number and size of the grants awarded in the last year, and to the extent possible, characterize the grants awarded by type. This activity was least interesting to the students, primarily because its future implications were less obvious. They had given little thought to sources of support for their own research, for example, and more thought to getting a teaching position or teaching a course. Nevertheless, this exercise seems to be important and should be retained in the curriculum.

Perhaps with the possible exception of the classroom observation, the other assignments extended the training of the graduate students beyond strictly pedagogical concerns, as did some of the seminar and practicum content as well: writing for publication, the role of professional unions, the politics of the university, balancing professional and personal responsibilities, getting and keeping a teaching position, and tenure and promotion. Students were also given opportunities to explore different academic lifestyles and other issues that concern faculty. This, we strongly feel, will stand them in good stead.

It was not until well into the project that we were able to fully articulate the real future value of these assignments (as well as of their experiences as adjunct instructors). What we began to see was that as new professors (assuming full-time and/or tenure track positions), our students would have an advantage over peers who had more traditional, pedagogically-focused TA training because they had developed a syllabus, identified funding sources for research, and/or taught a class or classes. These experiences might dramatically affect how they allocated their time in the first year or two of full-time teaching, so that relatively less time would be needed to prepare for class and related activities, with relatively more time available for research and publications. CUNY doctoral students should, therefore, have a head start professionally.

EVALUATION/PROJECT RESULTS

An extensive formative and summative evaluation of the project was undertaken by project staff. With respect to monitoring the project and tracking its processes, staff met regularly to review progress and to plan next steps. We kept comprehensive records, including correspondence, minutes of meetings with advisors and consultants, and drafts of curricular outlines that charted our path and highlighted potential problems. These documents informed our planning strategies. Attendance records were also maintained and, in addition, we systematically assessed every practicum meeting and seminar session. Using a specially-designed one-minute instrument, all participating students judged each session in terms of its "single most valuable part" and recommended "useful changes or additions." (See Appendix E for copies of all questionnaires and other instruments used in the evaluation.) Their feedback not only enabled staff to clarify and follow up participants' questions, but the form itself, as noted, was a model that students could and did adapt to their own classroom.

Pre- and Postprogram Changes in Students' Attitudes and Knowledge

The major objective of the evaluation was to assess the effects of the program on the graduate students and, to a lesser extent, on other participants (e.g., guest presenters, mentors, advisors, etc.), and on institutional policies and practices. Early in the initial planning phase, coincidental with the curriculum development effort and with recruiting the first group of students from the social science Ph.D. programs, staff developed the Opinion Survey. This instrument, without revision, was administered in all three cycles. (See Appendix E for a copy of the pre- and posttest Opinion Survey). It was given to all program applicants, prior to the start of the seminar but after acceptance decisions were made; it was administered again, as a posttest, after the seminar was completed. Pre-program surveys were returned by all of the accepted students, but by only approximately three-quarters of the non-accepted applicants (comparison groups). As expected, when the post-program Opinion Survey was administered, the participants' return rate remained 100 percent, but a much smaller percentage of the comparison group students responded (32%, all cycles combined.)

The comparison groups (non-accepted applicants) controlled for initial motivation and interest in the program, but they differed from the participant groups in sex, age, and educational background (see Figures 1 and 2 and Table 1, Appendix F).[13] For example,

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[13] In addition to data from the Opinion Survey, we had other information about the participants and comparison students from Application Form (Appendix E) which asked for background and demographics and included a question about what applicants expected to get out of the program. Acceptance decisions were based primarily on the application data, with

there were more women than men participants in the social science and humanities groups, and more woman applicants in these Ph.D. programs generally, although an effort was made to attract to and include more men in the project. Men predominated in the SEM group. With respect to age, the social science participants tended to be younger than the other students, although the nonparticipants were older than their counterparts in the other groups. Table 1 summarizes other differences between participants and nonparticipants in such areas as undergraduate college, graduate degree held and colleges/university where the degree was obtained, prior teaching experience, and Ph.D. program level (I-III, first year to advanced candidate). Participants clearly differed from nonparticipants in several and in significant ways; comparisons between them are, at best, merely suggestive. Of more importance are differences in participants' pretest to posttest scores and self-reported gains.

The first item on the Opinion Survey consisted of 53 statements, almost evenly divided between knowledge about and attitudes toward college teaching (Appendix E).[14] Tables 2 and 3 (Appendix F) summarize the pre- and posttest mean scores on each item, by group, for participants and comparison students.[15]

For all participants combined, there was a statistically significant change in attitude toward teaching--more people agreed with the statements--from the beginning to the end of the seminar. (The SEM group accounted for greatest change in attitude.) There was also a positive change in knowledge that approached statistical significance (10% level). In contrast, the knowledge and the attitude subscores of the comparison students, all groups combined, did not show any pre- to postprogram change.

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consideration given to Ph.D. program (representatives from 31 of 32 programs were chosen), level (we wanted a cross-section of new and more experienced graduate students), and to prior teaching experience (where again we selected students who differed in degree of prior teaching experience.) In some instances, final selection of students was made in consultation with Ph.D. program executive officer.

[14] The statements were selected and paraphrased from: McKeachie, W. (1986) Teaching Tips: a guide for the beginning college teacher. Lexington, MA: D.C. Heath & Co.; Cahn, S. (1986) Saints and Scamps: ethics in academia. Totowa, NJ: Rowman & Littlefield; and Boyer, E.L. (1990) Scholarship reconsidered: priorities of the professoriate. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching. See Bibliography: SEM, Appendix D. Six experienced faculty members from the GSUC and the CUNY colleges judged and classified each statement as pertaining to knowledge or to attitude.

[15] The statements were rated on a 4-point agree/disagree scale; the higher the mean score, the stronger the agreement. The scoring for the negative items was reversed.

The items with the greatest change from pre- to posttest or the greatest difference between participants and nonparticipants included: "The single most important mission of a university is to educate undergraduates" (the posttest scores of participants were higher than those of the nonparticipants)"; "The major disadvantage of giving essay tests to large classes is the time needed to score them" (there was a large change in the pre- to posttest scores of the humanities' participants); "Grading on a curve is a way to make low scores and scores in the lower range more acceptable" and "Tests should have tight time limits to <u>really</u> assess what students know" (social science participants agreed more strongly with these statements at the end of the seminar); "It's not OK to dismiss students from class early on the first day" (SEM participants agreed more strongly at the end of the program than on the pretest); "Students should have some say in what topics are included in the syllabus" (again, the posttest scores of humanities' participants were higher); "It is not necessary for teachers to set goals for each class period as long as they have an overall plan for the course"; "Teachers should be flexible about setting deadlines for class assignments"; "Instructors are obliged to be available to students for consultation on course-related matters"; "If a student's paper is good, the instructor needs only write a grade on it"; "'Surprise' tests are almost never OK to administer"; "Tests and papers should be graded without the teacher knowing the author"; and "It is very hard for an instructor to argue for his/her own view and also encourage students to think independently". (See Tables 2 and 3.)

Although the differences in both the knowledge and the attitude pre- to posttest subscores were or approached significance for the participants--but not for the nonparticipants--considering the number of possible comparisons, why aren't the results more dramatic? There are two likely possibilities. First is the question of whether the 53 statements did, in fact, represent material that was covered in the seminar since they were selected, as noted, prior to the first seminar and used, without modification, in the other two cycles. Looked at retrospectively, it is not now possible to be certain which or how many of the ideas were actually discussed. We are quite certain that several were not, including, for example, the two of the first five statements (See Table 2, page F8-F16, Appendix F) and three or four of the eight statements on the following page of the table.

The second possibility is the ceiling effect of the scoring, where a 4.0 indicates the strongest possible agreement. The pretest score for <u>all</u> students on 20 of the 53 items (38%) is 3.0 or more, allowing for relatively little positive change. Note that there are only two statements where students' initial scores are lower than 2.0. A third factor is that the list of suggested readings (the very source of the items) was made available to the nonparticipants as well as to participants.

Taking these factors into account as well as the differences between participants and nonparticipants, the overall results are considered by us to be very positive: what students know and believe about college teaching and about educational institutions is attributable to

participation in this program--especially within the context of students' self-reports, mentors' perceptions, and the feedback from the department chairs at the colleges who hired them.

The second question on the Opinion Survey asked respondents to rate their level of confidence in 20 areas having to do with classroom teaching and management. Using a 4-point "true for me now/not true for me now"-scale, the higher the score, the greater the feelings of confidence. The mean pre- to postprogram scores of participants and nonparticipants is summarized in Table 4, Appendix F.

Looking first at all groups combined, on the pretest, participants scored lower, on average, than did nonparticipants on 15 items. On the posttest, however, the mean scores for the participants increased greatly and were statistically higher ($p+0.000$ to 0.022) than the scores of the nonparticipants on 8 items: preparing lectures; selecting textbooks; assigning homework; assigning term papers; dealing with plagiarism, cheating, etc.; negotiating grades; dealing with students with poor basic skills; and understanding urban students--all topics the program emphasized.

While the difference in mean scores for the three groups separately tended not to reach statistical significance, it is noteworthy that for the participants in each group, the pre- to posttest gain on most of the items was of a greater magnitude than was the gain for nonparticipants. It is also interesting that the greatest magnitude of change were in items that best related to the content of the seminar. For example, there was an increase of 1.44 and 1.25 mean points for "understanding urban students" (social science and SEM participants, respectively), 1.29 mean points for "assigning homework", and 0.93 and 0.82 mean points for "negotiating test scores" and "grading essay tests", respectively.

Question 3 on the Opinion Survey had to do with the "three elements most important in effective college teaching." Responses to this question and to another question about "the best teacher you ever had" were extensively discussed in the seminar and will not be reported here in any detail. Suffice it to say that on both the pre- and posttest, the most frequently mentioned element of effective college teaching was the instructor's "command of the material". Second most frequently mentioned was the instructor's ability to "communicate with students." Only when it came to the third most important characteristic of effective teaching was there a pretest to posttest difference between participants (all groups combined) and nonparticipants. For the participants, it became important that the instructor be "student-oriented/sensitive to students"; for nonparticipants, the third important characteristic did not change, and remained "motivating students."

Additional questions were added to the Opinion Survey posttest (Appendix E.)

Nonparticipants were asked about their current teaching experiences and future plans. Participants were asked to rate the seminar overall and several of its different aspects. There were also questions about which parts of the seminar were most successful, which most needed to be modified, what was "the single most important thing you learned", and how the seminar affected their interest in college teaching.

The results to question 10, which asked participants to describe any effects the seminar has had or will have on their teaching, are summarized in Appendix F. Students listed a great many things that they would consider. Many of the categories into which we classified their responses relate to new found levels of confidence as well as to material that was talked about in the program.

Longer-term Retrospective Results

At the end of the project's third cycle, we administered a Student Survey-Looking Backward (Appendix E) to the social science and humanities' participants. Thirty-four people responded (89%.) Most of this 9-item questionnaire dealt with aspects of the seminar that stood out over time--the most valuable part of the seminar, suggestions for enhancing the program's usefulness, how participation affected (future) teaching plans, and ways in which the program affected what they are doing or will do as instructors. The other questions had to do with recommending the seminar to a friend, students' status in graduate school, and positive attributes of programs preparing graduate students for college teaching.

For participants, the most valuable aspects of the seminar were, in decreasing frequency: the range of faculty perspectives offered (76%), the practical tips (73%), the exchange of ideas with other student participants (64%), learning about the typical urban student (58%), exploring a future career (31%), and the "politics" of education (19%). They suggested that: the program become mandatory for all Ph.D. students (81%), more individual student participation [in the seminar] should be encouraged (69%), there should be more in-depth coverage of some topics (63%), the less effective presenters should be "weeded out" (24%), the number of assignments should be increased (18%), and there should be some demonstration teaching by students [in the seminar itself] (10%).

With respect to how the seminar affected their teaching plans, students said that it provided them with "materials and resources", "clarification and focus", "specific teaching strategies", and "reality to today's colleges". It also made them aware of how the composition of the undergraduate population plays a role in teaching, the life of a college professor, and the discipline problems one can encounter in teaching. Several students indicated that they became more interested in teaching in colleges like CUNY after learning

more about urban students; more interested in teaching in two-year colleges; more interested in teaching than in research; more certain that it [teaching] is a desirable profession; less interested in urban colleges; and more aware that getting a teaching position is a "different task" than just completing one's Ph.D. degree requirements.

Finally, respondents produced a long list of what they are doing or would do as instructors as a result of taking part in the seminar: more carefully preparing for a course; allowing undergraduates "to do more of the work" of learning; using varied teaching strategies to maintain interest; thinking of students as individuals; being flexible; making goals and requirements explicit at the outset; collecting information about students during the first class session; developing a detailed syllabus; maintaining high expectations for students; using handouts; creating an interactive environment; ignoring some student behavior; assigning lots of writing; stimulating discussion; using the full class period for instruction; making tests objective; explaining grading criteria beforehand; returning tests and other assignments with comments by the following class period; using multi-media techniques; organizing lectures; expecting the unexpected; and testing students frequently.

Several particularly revealing comments about the FIPSE program from participating students, including SEM students, follow.

> "...invaluable and rewarding to be able to hear the very thoughtful and imaginative approaches to teaching by such a diverse group of professors."

> "I don't have the same frustrations teaching that many of my classmates without <u>any</u> previous preparation do."

> "Good, important, no! Indispensable for a Ph.D. student who plans to devote his future to teaching."

> "I have referred back to the reference materials and handouts many times over the last semesters. <u>Everyone</u> should take this course."

> "This seminar has proven to be as beneficial as any other course I have taken as a graduate student and more so than many."

> "This project fills a large void. All graduate students who want to pursue

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teaching should participate--for their sense of pride as professional educators and for the improvement of our educational system."

Effects on Other Participants

In October 1993, seminar presenters and practicum leaders, as well as selected advisory group members, were sent a Presenter Survey-Looking Backward (See Appendix E). This 6-item questionnaire, asking about their experiences in and opinions about the program, was administered to year 1 and 2 participants. The response rate was 87 percent.

The aspect of the program that most stood out to respondents were, in decreasing order of frequency, the involvement of the graduate students; the organizers' concern for students, presenters, and for higher education; the sharing of information; the discussions of real-world experiences; and in the words of one respondent, "the extraordinary opportunity to unite theory and practice: to be studying, teaching, and reflecting on the whole teaching-learning process, with the support of resource people." Another person said that the program "provides its participants with systematic knowledge about higher education that many active and experienced professors do not know."

With respect to any pragmatic effects on themselves, the respondents were quite pointed: almost 75 percent agreed with the presenter who stated that, "the presentation did, indeed, help me clarify my thinking and prioritized my goals [about teaching]" or, in the words of a department chair, that it, "helped me clarify and define my expectations in recruiting/interviewing part-time faculty." One respondent indicated that, "it was a good opportunity for me to organize and write down some of my teaching experiences." Another chairperson indicated that "it helped clarify for me the 'plantation system' that adjuncts labor under and the responsibilities of full-timers to help ameliorate it."

In question 6, using a list of 19 possible outcomes of this or similar programs, respondents were asked to check all possibilities that resulted from this project. Approximately one-quarter of them checked all 19 options, indicating that, in their opinion, the program was successful in all of the areas. The five most frequently checked responses, in decreasing order, were that the program: responds to a real need, benefits the entire university system, benefits Ph.D. students, emphasizes effective teaching, and prepares future faculty members. These items were selected by from approximately 80 to 100 percent of all respondents. At the other end, signifying the weakest impact of the program in the opinion of the presenters, the majority of whom were involved in only one seminar session, were (in decreasing order of frequency): teaches new skills,awards an important credential, enables departments chairs to preview applicants, provides orientation/overview of teaching, and

expands collegiality.

Based on these limited data and the formal and informal feedback we received from departments chairs from all over the University, almost all of the people involved in the project at many different levels not only gained some valuable personal benefits, but also appreciated the project's larger impact as well. Some of these institutional gains are discussed below.

Effects on the Institution

The impact of the FIPSE project on the GSUC and, indeed, on the CUNY system, was demonstrated in three major ways, in addition to the effects the program had on individual members of the faculty and administration.

First, several of the Ph.D. programs that had been offering a department-based teaching seminar modified their curriculum in light of feedback from students who participated in the FIPSE seminar. The Political Science and Sociology Ph.D. programs, for example, almost totally changed the content of their offerings; several other programs revised their seminar, typically adding material pertaining to higher education and to general career concerns. There was also one or two instances, notably in the Social-Personality Psychology and the Biopsychology sub-programs, where a teaching seminar was added. In one program it took the form of a "professional seminar", or proseminar, focusing on non-pedagogical professional issues. A weekly seminar was introduced in the other psychology sub-program.

To summarize, one of the project's important institutional outcomes was stimulating the GSUC's Ph.D. programs to adopt and/or to revise the way they had been preparing their graduate student for faculty roles. At the time this project was conceived, staff had hoped, perhaps somewhat naively, that the Ph.D. programs might unite behind an institution-wide seminar. While influenced greatly by the FIPSE demonstration, the individual Ph.D. programs apparently want to retain this function, perhaps for reasons having to do with autonomy and territoriality, but also because most faculty believe that pedagogical approaches in their discipline are subject-matter specific. Our experience stands in sharp contrast.

Starting in the first year, the central CUNY administration evinced great interest in the FIPSE project and requested drafts of the curriculum and information about how student

participation would be recognized,[16] how experts from across the University would be used, and so on. With a funding package put together by the central University administration, in 1992-93, the GSUC initiated a Graduate Teaching Fellows (GTF) program. The program initially sought to guarantee that CUNY graduate students, teaching part-time in the CUNY colleges, would be provided with an orientation and instructional skills prior to their first teaching assignment. As the GTF program was expanded, it also intended to produce needed instructors for undergraduate classes, and to provide GSUC students with financial support in the form of a part-time teaching position that they could count on for up to three years. (This also guaranteed continuity to the campuses).

The GTF program started with 20 graduate students from 14 different Ph.D. programs who taught at four of the undergraduate colleges. By 1993-94, it had grown to 60 graduate fellows from 17 different Ph.D. programs who did their adjunct teaching at 13 campuses. In both 1994-95 and 1995-96, the GTF program involved 110 graduate students from 25 of the 32 Ph.D. programs. They worked at all 17 of CUNY's undergraduate campuses where, like all adjuncts, they are responsible for all aspects of classroom teaching and management. The GTF training curriculum is patterned after the FIPSE curriculum: most topics are included in essentially the same sequence. Graduate students are placed in social science, humanities, and SEM groupings, and presenters and discussants, initially drawn primarily from the GSUC faculty, now largely came from the colleges.

The differences between the GTF program and the FIPSE seminar and followup activities have to do with scheduling (and funding). Whereas a FIPSE program cycle spanned a year, the GTF training was condensed and originally took place prior to the students' initial adjunct experience. Over the years, however, the GTF program provided the adjuncts with continuing support, which currently consists of four days of orientation for new GTF's held during the third week of August, followed by six workshops for all GTF's

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[16] Project staff made arrangements with all 32 Ph.D. programs to have them award, at their discretion, from 1 to 3 credits to students who successfully completed the seminar and attended the monthly practicum meetings. These credits were to be from the programs' own teaching seminar, if such an option was available, or from an independent reading/study course. Of the 90 students who completed the FIPSE seminar program, only one requested and received credit. To all of the others, credit was simply not an issue.

In addition to credit, a notation was made on the transcripts of the participants who completed the program. It read, "FIPSE Seminar on College Teaching,[month, year]".

All participants were also provided with a Certificate of Completion (Appendix G), signed by the Project Director and Seminar Director, acknowledging their efforts. The certificate and the notation on the students' transcripts were the coveted forms of recognition.

during the academic year. The workshops, similar to our practicums, deal with specific pedagogical topics as well as questions raised by the participants. The GTF program has grown to more closely resemble the FIPSE demonstration. Since it relies completely on University funding, it is an example of institutionalization of an effective program at its best.

For 1993-94, the project director obtained a small grant from the CUNY Women's Research and Development Fund to design and conduct another program to deal specifically with some of the unique problems women doctoral students face, first in their graduate education and, second, as they enter into and proceed along an academic teaching career. Called, the Seminar for Women Doctoral Students Interested in Academic Careers, the content focused on (1) career concerns: the structure of a typical department in an institution of higher education, job-search strategies, getting a first teaching position, and tenure and promotion; and (2) women's issues: balancing responsibilities, politics of systems, the "casting couch", and mentorships and mentoring. A total of 21 women from 14 different Ph.D. programs took part in the six meetings. Two additional sessions were convened in the summer at the request of participants, to continue the dialogue and to plan for the project's continuation.

The 1994-95 continuation, "Women Ph.D.s and the Academy", consisted of monthly meetings during the academic year organized by an ad hoc committee of students, and devoted to such topics as: grant writing, making presentations at professional meetings, writing for publication, and so on. Membership was opened to all women doctoral students. In February 1995, the ad hoc group met with a small group of FIPSE alumnus to plan for continuing monthly meetings of graduate students. There is every indication that a student planned and organized series of meetings, open to all interested doctoral students, will take place in 1995-96, with the guidance and support of the former project director.

In 1994, the Association of American Colleges and Universities and the Council of Graduate Schools, supported by the Pew Charitable Trusts, awarded the GSUC a two-year grant to "Prepare Future Faculty." Part of a national program to improve graduate and undergraduate education, the project's purpose is to help prepare graduate students for the responsibilities they will assume as college and university faculty and to strengthen their preparation as teachers of undergraduate students.

Major funding was awarded to the graduate schools of five research universities and smaller grants were made to 12 others, of which the GSUC is one, to design and pilot programs for integrating preparation for faculty careers into existing programs. The GSUC, in collaboration with its partner institutions--three CUNY community colleges and three senior colleges--has been developing student-centered resource materials which reinforce the University's ongoing training efforts. An analysis of the needs of our existing

faculty preparation programs (including the GTF program), discussions with the project's steering committee, on which doctoral students, partner college leaders, and subject matter experts and administrators from the GSUC are represented, shaped the project's focus. It builds upon the experiences and curriculum and materials development efforts of the FIPSE project. Thus it enables the GSUC to go forward to create a model program with supportive materials and activities that not only has applicability to doctoral students at CUNY, but to all programs that seek to prepare graduate students to teach today's fast-changing undergraduate college population.

SUMMARY AND CONCLUSIONS

This project, Preparing Doctoral Students for Teaching Careers in Urban Colleges and Universities, operated at The Graduate School and University Center (GSUC) of The City University of New York (CUNY) during the period October 5, 1991-January 4, 1995. The project sought to prepare graduate students for the professoriate and emphasized effective teaching to meet the needs of the increasing urbanization of the undergraduate population, developing discipline-specific pedagogical strategies, and training doctoral students for the full array of faculty responsibilities.

The project addressed these issues as they relate to teaching within the urban context. Reflecting the organization and culture of The City University of New York, and the fact that it did not have a typical TA training program in place at the time the project was conceived, the focus was on preparing Ph.D. students for their initial teaching experience, probably as part-time faculty in public and private 2- and 4-year colleges in the New York City greater metropolitan area. As it was implemented and refined, much less attention was paid to, for example, differences in teaching in the various disciplines and more effort was devoted to insuring that the student participants had a rich experience in the many different aspects of the career of teaching.

The basic program consisted of a semester-long seminar followed by a practicum: monthly meetings and a semester-long teaching assignment supervised by a mentor, a master college professor. Three cycles of the program were conducted involving 90 students from all but one of the GSUC's 32 Ph.D. programs. In year one, the curriculum and the evaluation instruments were developed, and in the Spring 1992, the first seminar for 20 doctoral students from the social science disciplines was held. In the Fall 1992, these students took part in the practicum, and a new group of 18 humanities Ph.D. students took part in the seminar; they participated in the practicum in the Spring 1993. Year three included a Fall seminar for 22 students in the SEM disciplines, and a Spring 1994 practicum for them. The last months of the project were devoted to evaluation and to meetings of all participants, to both celebrate their successful completion of the project requirements and to

help them organize a series of meetings for, minimally, the remainder of the 1994-95 and the 1995-96 academic years.

The 15-week seminar included an orientation and overview of the professoriate, general and specific teaching techniques, and information about classroom management and career development. Students were introduced to the history and structure of American higher education; they examined the effects of open admissions policies on college demographics, organization, and services; and looked at the impact that four distinguishing characteristics of urban learners (cultural diversity, basic skills level, language varieties, and motivational level and persistence) have on the curriculum and classroom practices. Seminar students also learned about classroom testing and grading, and discussed lectures, collaborative learning, computer-aided instruction, and study groups. Although the curriculum was modified over the course of the project based on expert and student feedback, only two sessions were spent on discipline-specific content: the city as resource (social sciences), assessing creativity (humanities), and conducting laboratory sessions (science) or teaching remedial math (mathematics). The final meetings were devoted to exploring ethical issues; balancing teaching, research, and service commitments; and getting and keeping a teaching job and promotion and tenure.

A total of 50 different guest presenters, singly, in pairs, and in panels, led the seminar sessions. For the most part they were faculty members from various disciplines at the 17 undergraduate colleges the comprise the University system. By being exposed to these many people, student participants experienced varied points of view and presentation/teaching styles and made contact with faculty and administrators at many campuses. The presenters were also generally enthusiastic about participating; for several, it was an opportunity to organize their thoughts and reflect on their classroom teaching and academic life experiences.

The seminar also assigned students, in addition to a lengthy list of suggested readings, tasks that are relevant to their future faculty status: at least one structured observation of a master teacher; the creation of a comprehensive syllabus for an introductory course in their discipline; the development of a professional curriculum vita; and the identification of three sources of funding for research or demonstration projects in their field of study. Successful completion of these assignments and attendance at all seminar sessions and monthly practicum meetings qualified participants for a Certificate of Completion, a notation on their official transcript that they had participated in and successfully met the program requirements, and, if the student wished and at the discretion of his/her Ph.D. program, from one to three course credits (requested by only one student).

The second semester practicum was voluntary and consisted of: (1) a part-time

adjunct teaching assignment at a City University of New York or other public or private college or university in the geographic area, and a mentorship with a master professor from the campus at which the student was teaching; and (2) monthly meetings of participants centered on practical instructional issues and/or problems students experienced in the classroom.

Not all participants elected to have an adjunct teaching position, largely because they were already employed, typically as research assistants; studying for one of their qualifying exams; or, in a few instances, not yet "ready" to teach. And of those who did teach, only a small number were interested in forming a relationship with a mentor. Their reasons varied, but generally related to perceived negative connotations of "being mentored", a phenomenon gaining voice in the mentoring literature. In contrast to the low rate of participation in these activities, the monthly meetings were very well attended and, although not widely publicized, drew other interested students from the GSUC as well.

The program was distinguished by the seminar component and attendant activities and by the second semester's monthly meetings. The mentoring aspect, less developed, attracted fewer students, although those who formed such a relationship found it to be "very worthwhile". The mentors, in turn, rated the mentees as above average compared to the typical adjunct with respect to commitment to teaching, preparation and organization, use of non-traditional pedagogical strategies, and interactions with undergraduates. Last year, the president of the GSUC formed a Mentoring Task Force to examine all aspects of mentoring. Its report and recommendations is due shortly and some of its suggestions may be incorporated into the Graduate Teaching Fellows (GTF) training program--the institutionalized response to the FIPSE demonstration.

Project staff undertook an extensive evaluation of the program that included formative and summative objectives. The formative procedures relied on a variety of feedback methods which informed subsequent project development efforts. Thus, for example, all student participants rated each seminar session and practicum meeting, while the posttest version of the Opinion Survey also contained detailed questions about the program's organization and structure, as did the longer-term questionnaire, Looking Backward.

The Opinion Survey was the primary measure of the impact of the program (specifically of the seminar) on the student participants. It was constructed during the project's planning phase and administered each cycle to all applicants to the program (pretest), and administered again, after the seminar, to assess changes in knowledge, attitude, and confidence. The non-accepted applicants (nonparticipants) formed the comparison groups for analysis. The first question was made up of 53 statements relating to attitude toward and knowledge about college teaching. The results indicate, generally, a positive

significant change in attitude for all three groups of participants combined, from pre- to posttest. Similarly, the change in their pretest to posttest knowledge subtotal mean score approached statistical significance. In contrast, the knowledge and attitude subscores of the comparison students, all groups combined, did not show any appreciable change during the same periods of time.

The Opinion Survey also contained 20-statements pertaining to students' comfort/confidence level with certain pedagogical techniques and classroom management strategies. For all groups combined, the scores for the participants on approximately half of the statements increased from pretest to posttest to a highly statistically significant degree, unlike the scores of the nonparticipants, indicating an increase in confidence level attributable to participation in the seminar.

Participants also reported a great number of things they are doing or would do as instructors as a result of their experiences in the seminar. These included getting to know/becoming more sensitive and responsive to their students; increasing their range of teaching techniques; organizing and preparing class sessions more carefully; developing more comprehensive and explicit syllabi; selecting textbooks differently; modifying tests, testing, and grading strategies; introducing more writing into the curriculum; dealing differently with behavior and related class management issues; and including a multicultural perspective in the coursework. Their responses ranged from the general to the very specific and are noted for creativity and thoughtfulness.,

The program's impact was also demonstrated in the success with which students obtained teaching positions. First, in each cycle, staff obtained part-time positions for almost all participants who wanted one. Available adjunct positions at the CUNY colleges are very competitive and having participated in the seminar program gave students a definite advantage. Staff still receives many requests from department chairs each semester for trained adjuncts--in numbers beyond what the GTF program can currently fill.

Furthermore, two students (ABD's in the social sciences) were offered and accepted full-time tenure track instructional positions: one at Boston University and one at Montclair State University. Another student accepted a joint appointment in two departments at Pomona College. All of these students and others in part-time positions at CUNY and other non-CUNY colleges attribute their success to having taken part in the FIPSE program.

The project also had positive outcomes for the GSUC and for its relationship with the CUNY undergraduate campuses. First, it resulted in priority been given to GSUC doctoral students as adjuncts. This was largely a result of the ripple effect of the colleges' good

experiences with the FIPSE seminar graduates. Second, the GSUC demonstrated that it could provide the colleges with well-trained faculty--they had good experiences with the FIPSE students which continued with the GTF fellows. The project's impact was also felt in the teaching seminars offered by several of the GSUC Ph.D. programs: here, curricula were modified and generally expanded to reflect the FIPSE project's content and student-centered activities.

Perhaps one of the most important consequences of the project was its effect on the GTF program which is now firmly institutionalized at the GSUC, supported by the University's central administration, and funded so that it can operate on a long-term basis. The program itself, still under development, used the FIPSE project as model for its training and orientation. With the introduction of workshops during the semester, it more closely resembles our demonstration in content and format.

Other outcomes credited to the success of this demonstration include the award of two grants to the GSUC to continue to develop innovative ways to prepare doctoral students for their roles as productive faculty members. The first grant, from the CUNY Women's Research and Development Fund, was for a seminar series for women doctoral students emphasizing the career aspects of preparing for and entering into the professoriate. It elaborated on themes introduced in the FIPSE seminar and practicum meetings, employed women faculty and administrators from various CUNY college units as guest discussants, and included a bibliography, handouts, and other assignments. The participants in this program combined with the FIPSE participants to continue the workshop sessions through the 1994-95 and 1995-96 years, organizing the topics and selecting the presenters under the sponsorship of the project director. They are currently seeking the very modest level of funding this effort would require from the Doctoral Students Council and/or from the Office of the Vice President for Student Affairs at the GSUC.

In September 1994, the GSUC in partnership with six of the undergraduate CUNY colleges, received one of 17 awards from the American Association of Colleges and Universities and the Council of Graduate Schools, supported by the Pew Charitable Trusts. This two-year grant will enable The Graduate School and University Center and its partner institutions to continue building upon and refining its programs for the preparation of future faculty.

APPENDIX A

Schematic Illustration of Major Project Activities,
10/5/91-1/4/95

APPENDIX A

Schematic Illustration of Major Project Activites, 10/5/91-1/4/95

Year 1		Year 2		Year 3		
1991-92		1992-93		1993-94		1994
Fall '91	Spring '92	Fall '92	Spring '93	Fall '93	Spring '94	Fall '94
<u>Planning:</u> Evaluation design Student recruitment Curriculum development	<u>Seminar</u> for Social Science Ph.D. students	<u>Practicum</u> for Social Science Ph.D. students + <u>Seminar</u> for Humanities Ph.D. students	<u>Practicum</u> for Humanities Ph.D. students	<u>Seminar</u> for SEM Ph.D. students	<u>Practicum</u> for SEM Ph.D. students	<u>Continuation:</u> Planning meetings <u>General Seminar</u> for all Ph.D. students <u>Data Analysis</u> and Reporting

A2

APPENDIX B

Curriculum Outlines:

Social Science Disciplines
Humanities Disciplines
Science, Engineering, and Mathematics Disciplines

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The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Graduate Center, 33 West 42 Street, New York, N.Y. 10036

3/24/92
FIPSE

SEMINAR ON COLLEGE TEACHING: SOCIAL SCIENCES
SEMINAR SESSION OUTLINE

February 3, 1992

Session #1 - Introduction

Part A: An overview of the professoriate and brief history of American higher education: its changing functions, and CUNY's unique role in democratizing admissions requirements.

Joshua L. Smith, Professor of Education, Baruch College

Part B: What good teaching is in relation to the mission of CUNY, to the goals of undergraduate education, and in response to students' needs, interests, and expectations.

Professor Smith and Adele Bahn, Seminar Director

February 10, 1992

Session #2 - The City University of New York

Part A: A brief description of CUNY's structure and organization: 2- and 4-year colleges, other units and affiliations; impact of open admissions on growth, expansion, and the establishment of developmental (remedial) sequences.

Part B: An analysis of the CUNY undergraduate student population: demographics of the 1970, 1980, and 1990 cohort.

David Lavin, Professor of Sociology, Lehman College/GSUC

February 17, 1992

No class scheduled

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February 24, 1992
Time rescheduled
8:30 - 10:30 a.m.

Session #3 - Classroom Implications of Critical Student Characteristics

A discussion of how the characteristics of the undergraduate student population affect traditional teaching practices for large size classes: lectures, assignments, etc.; the syllabus; innovative teaching approaches, aids, and classroom resources.

Jack Zlotnick, Professor and Chair, Psychology Department, John Jay College of Criminal Justice

February 24 - March 8, 1992

Session #4 - Visits to 2- and 4-year CUNY colleges

Structured visits to CUNY college classrooms and debriefings with selected faculty: designed to provide models of effective teaching practices.

Individually scheduled visits to CUNY college campuses

March 9, 1992

Session #5 - Teaching towards Critical Student Characteristics: Language

How language diversity in the urban college classroom impacts on learning and teaching: teaching approaches, methods, and techniques to reach students who are limited in their ordinary standard English proficiency will be presented and discussed. Examples of texts and reading materials will also be reviewed.

John D. Roy, Professor, Department of Educational Services/Linguistics Programs, Brooklyn College

March 16, 1992
3:00 -5:00 p.m.
(room to be assigned)

Session #6 - Teaching towards Critical Student Characteristics: Cultural Diversity

Using students' experiences: an introduction to the student-centered classroom, cultural diversity, and multiculturalism across the curriculum. How to focus discussion; grouping in the classroom.

Serena Nanda, Professor and Chair, Anthropology Department, John Jay College of Criminal Justice

March 23, 1992

Session #7 - Teaching towards Critical Student Characteristics: Basic Skills

A review of CUNY's Freshman Skills Assessment Program; placement procedures, and exit requirements; and support services. The impact of basic skills levels on the syllabus, written assignments, and other instructional materials.

Marie Jean Lederman, Professor Emerita (English), Baruch College; former Dean, Office of Academic Affairs, City University of New York

March 30, 1992

Session #8 - College Classroom Testing

Purposes and standards of testing: developing, administering, and scoring classroom exams; departmental tests and requirements; timed vs. untimed tests; alternate formats (multiple choice, short answer, essay, open-book); frequency of testing; pros and cons of surprise tests; make-up examinations.

Theodore Abramson, Professor of Education, Queens College/GSUC/CUNY

April 6, 1992

Session #9 - Managing the Classroom: Developing, Setting, and Enforcing Rules and Policies

Session covers the first day of class; setting standards for attendance, lateness; making assignments; and student and faculty accountability. Problem behavior--plagiarism, cheating, and conflicts with students. How to introduce sensitive topics with scholarly objectivity and consideration for individual perspectives will also be discussed.

Dr. Bahn, Seminar Director

April 13, 1992

Session #10 - Students as Workers - Teachers as Coach

The session explores the work being done by Ted Sizer and The Coalition of Essential Schools and presents ideas about reforming approaches to teaching and learning. Demonstrates (active) constructivist learning techniques in contrast to lecture-dominated modes of instruction.

Norman Shapiro, Professor of Education City College/CUNY

April 20, 1992

No class scheduled

April 27, 1992

Session #11 - The Social Sciences: Theory

How do the social sciences fit into the college curriculum? How can introductory courses be taught so as to be meaningful to students majoring in the disciplines and to non-majors. Other issues unique to the social sciences generally, and to specific disciplines, will also be discussed.

John Hyland, Professor of Social Sciences, Laguardia Community College/CUNY

May 4, 1992

Session #12 - The Social Sciences: Applications

Part A: The use of models, media: films, tapes, computers; and other resources, including the library.

John B. Haney, Professor of Communication, Arts, and Services, Queens College/CUNY

Part B: Using the City and the community to supplement classroom instruction; observer-participation.

Marilyn Gittell, Professor of Political Science, The Graduate School and University Center/CUNY

May 11, 1992

Session #13 - Teaching Relationships and Responsibilities

Part A: Developing a personal teaching style; interactions with students: friend or mentor, parent or teacher; students as educational consumers; dealing with students' personal problems.

Dr. Bahn, Seminar Director

Part B: Teacher accountability: collegial relations; balancing teaching, research, and departmental responsibilities; ethics in the classroom; norms of fairness.

Steven M. Cahn, Provost and Vice President,
The Graduate School and University Center/CUNY

May 18, 1992

Session #14 - Getting and Keeping a Teaching Job

An introduction to traditional and nontraditional approaches to getting teaching experience; job search strategies: developing a resume, attending conferences; going on interviews. Tenure and promotion: departmental responsibilities, student and peer evaluations; the role of the collective bargaining agency.

Dr. Bahn, Seminar Director, and

Laura Kitch, Professor and Chair, Sociology Department, Brooklyn College/CUNY

Peter Kott, Professor and Chair, Social Sciences Department, Borough of Manhattan Comunity College/CUNY

Philip Stander, Professor and Chair, Behavioral Sciences Department, Kingsborough Community College/CUNY

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212-642-2910

11/30/92
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SEMINAR ON COLLEGE TEACHING: HUMANITIES
SEMINAR SESSION OUTLINE

September 14, 1992

Session #1 - Introduction

Part A: An overview and brief history of American higher education and its changing functions. A review of CUNY's structure and organization: 2- and 4-year colleges, other units and affiliations (1.25 hours).

Joshua L. Smith, Professor of Education, Baruch College/CUNY

Part B: What good teaching is in relation to the mission of CUNY, to the goals of undergraduate education, and in response to the needs, interests, and expectations of students and faculty (.75 hours).

Barbara R. Heller, Project Director

September 21, 1992

Session #2 - The City University of New York

Part A: Using CUNY as a model, this session examines the impact of open admissions policies on the growth and expansion of urban colleges and the establishment of developmental (i.e., remedial) sequences (.75 hours).

Part B: An analysis of the current CUNY undergraduate student population: demographics of the 1970, 1980, and 1990 cohort and implications for the teaching-learning process (1.25 hours).

David Lavin, Professor of Sociology, Lehman College/GSUC/CUNY

September 30, (GSUC follows a Monday schedule)

Session #3 - Teaching Practices

Teaching of reading, writing, listening, and thinking: how the characteristics of the undergraduate student population and the teacher's awareness of her/his own motivation, deficits, and abilities affect traditional teaching practices. Session focuses on the dynamic between teacher and students in developing lectures, assignments, and a syllabus; and on innovative teaching approaches, aids, and classroom resources.

Ed Hack, Professor of English, Speech, and World Literature, College of Staten Island/CUNY

OBSERVATION VISITS

October 5, 1992

Session #4 - Meeting Critical Student Characteristics: Cultural Diversity

This session questions assumptions about fundamental differences in the cultures of Black and White America; explores the realities of a shared American culture and its difference from the cultures of immigrant ethnic groups; examines teacher expectations based on these assumptions; and develops strategies for learning to consider both student experiences and the resources of a multicultural urban environment.

Elizabeth Nunez-Harrell, Professor of Humanities, Medgar Evers College/CUNY

October 12, 1992

NO CLASS SCHEDULED

October 19, 1992

Session #5 - Meeting Critical Student Characteristics: Basic Skills

A review of CUNY's Freshman Skills Assessment Program; placement procedures, exit requirements, and support services. The impact of students' basic skills levels on the syllabus, written assignments, and other instructional materials. Colleges' resources examined.

Marie Jean Lederman, Professor Emerita (English), Baruch College; former Dean, Office of Academic Affairs, City University of New York

OBSERVATION REPORTS DUE

October 26, 1992

Session #6 - Managing the Classroom

PART A: Guided discussion of classroom observations.

Professor Heller, Project Director

PART B: Classroom management techniques

Adele Bahn, Seminar Director

CURRICULUM VITAE DUE

November 2, 1992

Session #7 - Meeting Critical Student Characteristics: Language Varieties

An examination of the writing and language skills of college students who are not native speakers of (standard) English, with a discussion of the origins of standard versus nonstandard language varieties and their implications in today's classroom.

John Holm, Professor of English, Hunter College and Ph.D Program in Linguistics, GSUC/CUNY

SYLLABUS DUE

November 9, 1992

Session #8 - College Classroom Testing

Purposes and standards of testing: developing, administering, and scoring classroom exams; departmental tests and other requirements; timed vs. untimed tests; alternate formats (multiple choice, short answer, essay, open-book); frequency of testing; pros and cons of surprise tests; make-up examinations.

Theodore Abramson, Professor of Education, Queens College/GSUC/CUNY

November 16, 1992

Session #9 - Developing, Setting, and Enforcing Rules and Policies

Session covers the first day of class; setting standards for attendance, lateness; making assignments; student and faculty accountability; and problem behavior: plagiarism, cheating, and conflicts with students. How to introduce sensitive topics with scholarly objectivity and consideration for individual perspectives.

Dr. Bahn, Seminar Director

November 23, 1992

Session #10 - The Humanities: Teaching Theory

Where do the humanities fit into the college curriculum? How can introductory courses and complex theories be taught so as to be meaningful to students majoring in the disciplines and to non-majors. Other issues unique to the humanities generally, and to specific disciplines, will also be discussed.

Jacob Stern, Professor of Classics, GSUC/Hunter College/CUNY

November 30, 1992

Session #11 - Teaching the Performing/Studio Arts

Session focuses on the design and purpose of arts courses for arts majors and non-majors. Panel will address how to assess and grade creativity; how to develop and facilitate creative expression; and theory and criticism. Special attention will be paid to what form introductory or survey courses should take.

Marguarita Grecco, Professor of Art History, LaGuardia Community College/CUNY

Laura Greenberg, Professor of Music and Chair, Department of Art, Music and Philosophy, John Jay College/CUNY

Ralph Martel, Professor of Art, College of Staten Island/CUNY

December 7, 1992

Session #12 - Class Technology 2000: What to Know, What to Expect, and What Buttons to Push

Computers and other technology in the classroom: for generating ideas, reinforcing skills, and presenting material. Covers computer writing programs, as well as using computers in art history, history and foreign language instruction. Focus is on how to use today's (and tomorrow's) technology as it affects knowledge and the nature of teaching-learning.

Brian Gallagher, Professor of English, LaGuardia Community College/CUNY

December 14, 1992

Session #13 - Ethics: Rights and Responsibilities

Part A: Teacher accountability: collegial relations; balancing teaching, research, and departmental responsibilities; ethics in the classroom; norms of fairness (1.25 hours).

Steven M. Cahn, Professor of Philosophy, Ph.D Program, GSUC/CUNY

Part B: Collective bargaining; academic freedom; the role of the professional staff union in guaranteeing the rights of adjunct, non-tenured, and regular faculty and staff.

CUNY Professional Staff Congress Representative

December 21, 1992

Session #14 - Getting and Keeping a Teaching Job

Traditional and nontraditional approaches to getting teaching experience; job search strategies: developing a resume, attending conferences; going on interviews. Tenure and promotion, including evaluations by peers and students.

Isabel Cid Sirgado, Professor and Chair, Department of Modern Languages and Comparative Literature, Baruch College/CUNY,

Charles Evans, Professor and Chair, Department of Philosophy, The City College of New York/CUNY

James D. Ryan, Professor and Chair, Department of History, Bronx Community College

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Center for Advanced Study in Education
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SEMINAR ON COLLEGE TEACHING: SCIENCES/MATHEMATICS
SEMINAR SESSION OUTLINE

September 14, 1993 — Orientation

PART A: Welcome (.5 hours)

Frances Degen Horowitz, President, Graduate School and University Center/CUNY

PART B: Project Goals; overview--the Seminar, Teaching Mentorship, and Practicum; mutual responsibilities and assignments (1.25 hours).

Barbara R. Heller, Project Director

Adele Bahn, Seminar Director

PART C: Experiences of Seminar Student Graduates (.25 hours)

Philip Alexander, Ph.D. Program in Theatre

September 21, 1993 — Session #1 - Introduction

Overview of the scientist's approach to knowledge and how today's undergraduates relate to that approach; the role of science and mathematics in the curriculum: problems and opportunities (2 hours).

Michael Sobel, Professor of Physics, Brooklyn College/CUNY

SCHEDULE CLASSROOM OBSERVATIONS

September 28, 1993

Session #2 - The CUNY Undergraduate: Past, Present , and Future

PART A: An examination of the changing composition of the CUNY undergraduate student population in terms of college preparedness. Demographic, socioeconomic, and educational characteristics and their implications for college success (1.25 hours).

Audrey Blumberg, Dean for Institutional Research and Analysis/CUNY

PART B: What constitutes effective college teaching in relation to the mission of CUNY; the goals of undergraduate education; the needs, interests and expectations of students; and the opinions of participants (.75 hours).

Professor Heller, Project Director

October 5, 1993

Session #3 - Science, Math, and Computer Usage Anxiety and Anxiety Reduction Techniques

PART A: Science/math/computer usage anxiety--what is it, who has it, and how it manifests itself. This session also examines techniques to reduce anxiety that can be carried out in the classroom (1 hour).

Stanley Habib, Executive Officer, Ph.D. Program in Computer Science, GSUC, Professor of Computer Science, The City College/CUNY

Professor Heller, Project Director

PART B: General Classroom Management Techniques (1 hour).

Dr. Bahn, Seminar Director

October 12, 1993

Session #4 - Characteristics of Science/Mathematics

A discussion of the abstract and hierarchical nature of mathematics and science and its relationship to the learning patterns of students and to the techniques employed by instructors (2 hours).

Anthony Giangrasso, Professor of Mathematics, LaGuardia Community College/CUNY

CLASSROOM OBSERVATION DUE

October 19, 1993

Session #5 - Basic Skills for the Underprepared Student

The impact of students' basic skill levels on the syllabus; how teaching influences students' motivation, lifestyles, and study skills. Using "Chemistry 5.1" as a model, this session examines how problem-solving techniques and changes in students' ability to evaluate and adjust their behavior leads to achievement of academic goals (2 hours).

Michael Weiner, Professor of Chemistry, The City College/CUNY

Millicent Roth, Professor of Special Programs (SEEK), The City College/CUNY

October 26, 1993

Session #6 - The College Classroom

PART A: Discussion of classroom observations (.5 hours).

Professor Heller, Project Director

PART B: Developing, setting, and enforcing rules and policies (1.5 hours).

Dr. Bahn, Seminar Director

CURRICULUM VITAE DUE

November 2, 1993

Session #7 - Language Varieties and Cultural Diversity

This session addresses the changing U.S. undergraduate demographics--issues such as learning styles, culture, and second language acquisition theory; and traditional and non-traditional strategies for teaching science to students who are still learning English.

Judith W. Rosenthal, Professor of Biological Sciences, Kean College (NJ)

November 9, 1993

Session #8 - Lectures and Recitations

This session, aimed at dealing with students from different backgrounds, covers Lectures: organization of class; attendance and promptness; rapport with students; audiovisual aids and slides and overhead material; repetition and feedback; and examinations, grading, maintaining records. Also included are Recitations: preparation; homework assignments; nature and timing of quizzes; grading; office hours and recordkeeping; and making students think (2 hours).

Charlotte Russell, Professor of Biochemistry and Chemistry, The City College and GSUC/CUNY

November 16, 1993

Session #9A - Introductory Science Labs

Topics covered include teaching freshman science labs, introducing new techniques, teaching and coordinating multi-section laboratory courses, and instructor demonstrations. Discussions also focus on grading, testing strategies, laboratory safety, and use of simulation models and computer software to present various scientific concepts.

Katherine Munson, Director, Socrates Center (Department of Biological Sciences), Hunter College/CUNY

Session #9B - Teaching mathematics at the 2-year college: a review of regular and enrichment courses using computer-based instructional materials and developmental (remedial) instructional techniques. Includes discussion of placement examinations (2 hours).

Geoffrey Akst, Professor of Mathematics, Borough of Manhattan Community College/CUNY

November 23, 1993

Session #10 - College Classroom Testing

Purposes and standards of testing: developing and scoring classroom exams; departmental tests; timed vs. untimed tests; alternate formats (multiple choice, short answer, essay open book); surprise tests; make-up exams; and new forms of assessment (2 hours).

Joel Berger, Professor of Education; Coordinator of Graduate Programs, College of Staten Island/CUNY

COURSE SYLLABUS DUE

November 30, 1993

Session #11 - New Approaches to Teaching Science/Mathematics

Describes and critiques new approaches to teaching science/mathematics that increase active, student-directed learning through writing, peer, and collaborative learning projects that emphasize the students' own language in articulating and acquiring scientific concepts (2 hours).

Roger Persell, Professor of Biology, Hunter College/CUNY

December 7, 1993

Session #12 - Student Problem Behavior

PART A: General problems in carrying out homework and other assignments; disruptive students; cheating; plagiarism; negotiating grades (1 hour).

Dr. Bahn, Seminar Director

PART B: Problems related to responsible conduct of science, including issues of integrity, data management/ownership, collaboration, sharing, and authorship.

Terry Ann Krulwich, Professor of Biochemistry, Mount Sinai School of Medicine/CUNY; Executive Officer, Ph.D. Program in Biomedical Sciences

December 14, 1993

Session #13 - Students' Rights and Accountability

PART A: Professorial accountability--balancing teaching, research, and service responsibilities (1 hour).

Horst Schulz, Professor of Biochemistry, City College of New York and GSUC/CUNY; Executive Officer, Ph.D. Program in Biochemistry

PART B: Collective Bargaining--faculty rights and responsibilities (1 hour).

Arnold Cantor, Executive Director, Professional Staff Congress

December 21, 1993

Session #14 - Getting and Keeping a Teaching Job

Panel and participants discussion.

John P. Bihn, Chair, Department of Natural and Applied Science, La Guardia Community College / CUNY

Robert P. Feinerman, Chair, Department of Mathematics and Computer Science, Herbert H. Lehman College / CUNY

Robert A. Graff, Chair, Department of Chemical Engineering, The City College of New York / CUNY

Steve G. Greenbaum, Chair, Department of Physics, Hunter College / CUNY

APPENDIX C

Agendas for Monthly Practicum Meetings,
1991-1994

AGENDA

PRACTICUM MEETINGS

Social Sciences, Fall 1992

October	Prof. John Hyland, Sociology Department, LaGuardia Community College/CUNY "Starting-up: Experiences and issues related to the beginning of the semester"
November	Prof. Ted Abramson, Department of Education, Queens College/CUNY "Practical applications of college classroom testing"
December	Prof. Charles Bahn, Department of Psychology, John Jay College of Criminal Justice/CUNY "Challenges faced by beginning teachers including: feedback to students, how to create meaningful assignments, how to deal with problem behavior"
January (1992)	Prof. Jack Zlotnik, Department of Psychology, John Jay College of Criminal Justice/CUNY "Problems and challenges new faculty members encountered; observations of new faculty members; teaching large classes"

Humanities, Spring 1993

February	Prof. Rifka Feldman, English Department, Borough of Manhattan Community College/CUNY "Beginning-of-semester issues for new faculty"
March	Prof. Steven H. Cahn, Ph.D. Program in Philosophy, GSUC/CUNY "Professional Obligations: teaching, research, service"
April	Prof. Bernard Picard, Chair, Department of Modern Languages, Borough of Manhattan Community College/CUNY "Teaching to majors and non-majors"
May	Prof. Joanne R. Reitano, History Department, LaGuardia Community College/CUNY "Ways to make undergraduate assignments meaningful; end-of-semester topics, including grading"

Science, Engineering and Mathematics, Spring 1994

February	Prof. Sylvia G. Cline, Department of Biological Science and Geology, Queensborough Community College/CUNY "The first day of class: introducing the course and establishing and communicating mutual responsibilities"
March	Prof. Richard Chappel, Executive Officer, Biology Ph.D. Program, GSUC/CUNY "Getting Grants"
April	Prof. Dorothy O. Helly, Department of History, Hunter College/CUNY "Introducing race, ethnicity, and gender into the curriculum"
May	Prof. Barbara R. Heller, CASE, GSUC/CUNY Dr. Adele Bahn "Summing up"

APPENDIX D

Bibliography

Student Assignments:

Classroom Observation
Curriculum Vitae (sample)
Syllabus (sample)
Funding Sources (sample)

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Graduate Center 33 West 42 Street New York, N.Y. 10036

FIPSE SEMINAR ON COLLEGE TEACHING: SCIENCES/MATHEMATICS BIBLIOGRAPHY

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SEMINAR ON COLLEGE TEACHING: SCIENCES/MATHEMATICS

Center for Advanced Study in Education
The Graduate School and University Center
City University of New York

CLASSROOM OBSERVATION SUMMARY

Name: _____

Ph.D. Program: _____

Faculty Member Observed: _____ College: _____

Subject or Topic: _____

Date/Time: _____

I. Please complete the attached Observation Schedule.

II. Please write a 1 or 2 page Summary of the classroom observation you did, using the Observation Schedule form and your notes. The Summary should include what you particularly noticed about the teaching, the class, and the students. It can also include any questions you have about what you saw that have not been addressed and anything else you want to comment on. Please also respond to the following two points (III and IV).

III. Did you have a chance to meet with the faculty member before or after the class? What did you talk about?

IV. Did you find the experience of the classroom observation useful? Please explain why or why not.

Please submit your summary by October 21 to Dr. Adele Bahn or to Professor Barbara R. Heller (Room 300, 25 W. 43 St.). It is best to complete the Summary as soon as possible while the experience is fresh.

The Graduate School and University Center
of The City University of New York

Graduate Center N.Y. 25 West 43 Street New York N.Y. 10036-8099

September 21, 1993

FIPSE Seminar on College Teaching: Sciences/ Mathematics

Observation Schedule

Most of you have spent approximately the last 20 years in classrooms. Like most other people, you feel you can recognize--almost instinctively--good teaching.

The purpose of this college class Observation Schedule is to help you focus on the behaviors of instructors and on student reactions and behaviors that underlie good teaching. We want you to be able to recognize effective teaching strategies in terms of what instructors do in and out of the classroom, and what the effects these actions have on students.

In preparing for your class observation, it is important to keep several things in mind. First, in most instances, your visit is taking place relatively early in the semester. Try to determine what changes, if any, you would have seen had you come later in the fall. This is something you might want to discuss with the professor after class.

Another important factor is, what effects, if any, did your visit have on what occurred? How were you introduced? Did the professor make much or little of your presence, and how, in your opinion, did this affect interaction among students and between the students and the professor? If you are not sure why you were or were not introduced in this manner, be sure to ask the professor.

What other factors could have made this class session less typical?

It is also important to consider two other caveats in doing a classroom observation. The first concerns teaching "style". All instructors develop teaching styles of their own. Some are very entertaining--dramatic and flashy, perhaps--while others are more calm or serious.

It is very difficult to keep a teacher's style separate from other teaching behaviors. Think about the style of the professor you are observing. Try to describe it in a brief sentence or a couple of phrases; also try to figure out whether this particular style is effective in motivating students to learn and in helping inform them; whether it hinders student learning; or whether it is nice, but basically incidental to the teaching-learning process.

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Finally, as you reflect on what you are experiencing as an observer in the classroom, remember that there are very, very few "right" or "wrong" ways of teaching. While some techniques and strategies may be preferred for one reason or another, and while they may result in different responses on the part of students, good teachers will make use of a variety of activities--though perhaps not all in the same session--and take different approaches depending on the material, the specific group of students, and other factors, such as the time of year. Most classes, even with the same instructor and same subject matter, develop a unique classroom culture. See if you can begin to define the culture of the class you are observing. Ask the professor how, if at all, this class differs from his/her other "101 sections." You might also try to find out from the instructor what s/he believes accounts for these differences.

Please be at your scheduled observation a few minutes before the class starts so that you can meet to the professor. Call Professor Barbara R. Heller (642-2910) or Dr. Adele Bahn if you can't make it. Also, remember that you are a guest. Sit in the rear of the room, don't offer an opinion or answer a question during the session. If the professor directs a question to you, reply as briefly as possible, being sure not to make any value judgements. Again, in speaking with the professor after class, try not to be judgmental; ask questions to understand the "why's" or "why nots" of what she or he did or said. Use the open-ended Observation Schedule to help direct your observations, and for notes.

Have a good time!

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FIPSE Seminar on College Teaching: Sciences/Mathematics
Observation Schedule

In order to help you structure your observations during your visit to a CUNY college classroom, we are providing this Observation Schedule. For each of the items listed, indicate how often you saw it occur, using the following scale:

1 = Never
2 = Occasionally
3 = Consistently
4 = Couldn't tell

Behavior:

Did the professor...

_____ address students by name (first last)? What did they call her or him?

_____

_____ review material previously covered? _____

_____ ask if there were questions about previously covered material? _____

_____ present a well-organized lecture guide a well-organized discussion?
How could you tell that the lecture discussion was well-organized? Be as specific as possible in describing those actions that define the degree of organization, keeping in mind that the students may also be noting these factors, albeit not necessarily on a conscious level. _____

_____

_____ appear to be prepared?
How could you tell? Again, describe those behaviors that indicate how well-prepared the professor was, noting that the students may also respond to those actions.

_____

_____

_____ appear to be receptive to students' questions?
Give examples of how professors asked questions and responded to questions from students. Did these behaviors encourage more questionning or did they serve to cut-off further elaboration? _____

_____

_____ periodically check students' understanding? _____

_____ summarize important points? _____

How did the professor handle:

starting on time and staying within the class period? _____

_____

students who arrived late to class? _____

_____

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students' questions? _____

_____

student interruptions/disruptions, if any? _____

_____

students with poor basic skills? _____

_____

students who were not prepared/did not complete the assignment? _____

_____

students who tried to dominate the session? _____

_____

shy or quiet students? _____

_____

assignments for the next session? _____

_____

advanced or complex material? _____

_____

What form(s) of instruction did the professor use primarily (lecture, small group activities, etc.)? Was there significant variation during the session, and would more or less variety seem appropriate? _____

_____

_____

Describe the professor's teaching style. Is this style similar to one you might develop with years of teaching experience? Why or why not? _____

_____

_____

In your opinion, what made this an effective class session? _____

_____

_____

Did you learn anything about the content material that you did not know before? Please indicate briefly: _____

_____

What, in your opinion, would you do differently if you were teaching this session? Please indicate what you might do and why: _____

_____

[redacted]
New York, N.Y. 10036-4020

(212) [redacted] (Res)
(203) [redacted] (Bus)

EDUCATION

City University of New York Graduate Center (CUNY) - New York, N.Y.
Ph.D. in Speech and Hearing Sciences: Speech Production (Expected completion: Summer 1994)
•Seminar on Teaching in Urban Colleges - Certificate from CUNY - 1993

Washington University - Central Institute for the Deaf (CID) - St.Louis, MO.
Master of Science in Speech and Hearing Science: Education of the Hearing-Impaired (1977)
Bachelor of Science in Speech and Hearing Science: Education of the Hearing-Impaired (1972)

CERTIFICATION

•American Speech-Language-Hearing Association CCC in Speech Pathology: courses and clinical hours completed; national speech pathology exam completed; **eligible for CFY**.
•Alberta Permanent Professional Teacher's Certificate (1986)
•State of Missouri Public School Teacher's Certificate - K-12 Hearing Impaired (1974)

TEACHING EXPERIENCE

Principal of the Alberta School for the Deaf
Alberta Education Response Center, Edmonton, Alta. (1987-1988)
Administered day and residential programs for elementary and secondary hearing-impaired and multiply handicapped students; managed all staffing and budgetary matters; supervised 56 teaching, clinical, and residential staff; represented the school to the Advisory Board and the Department of Education; participated in facility upgrading and planning.

Sessional Lecturer
University of Alberta (1982-1984; 1987)
Taught graduate level curriculum course to teachers of the hearing-impaired.

Consulting Teacher for the Hearing-Impaired
Edmonton Public School Board, Edmonton, Alta. (1980-1981)
Consultant for the hearing-impaired in 18 public schools (K-12).

Teacher Senior
Alberta School For The Deaf (1979-1980)
Supervisor of the Junior Department and the Preschool Program for the Hearing-and-Visually-Impaired.

Teacher
Glenrose Hospital Preschool for the Hearing-Impaired, Edmonton, Alta. (1977-1979)

Teacher
Central Institute for the Deaf (1972-1976)
Elementary, slow-learning elementary, and junior high classes; supervised student teachers.

RELATED EXPERIENCE

Associate Director of Clinical and Treatment Services
Alberta Education Response Center (1986-1987)
Developed projects in clinical and treatment areas with school jurisdictions and agencies across Northern Alberta to support programs for children with special needs; wrote policies and guidelines; managed clinical and treatment professional staff; evaluated schools and programs.

Consultant in Special Education and Hearing Impairment
Alberta Education (1981-1986; Educational Leave 1984-1986)
Evaluated schools and programs; consulted to school jurisdictions and private schools; evaluated teachers for certification; read and recommended grants; investigated ministerial inquiries; participated in setting policies and guidelines.

Dorm and After-School Assistant
Central Institute For The Deaf (1970-1972 part-time)

RESEARCH ASSISTANTSHIPS

- **Dr. Katherine Harris**
  Data collection and acoustic analysis at Haskins Labs; preparation of documentation for NIDCD program grant submission; computer hardware/applications: VAX, MacIntosh, MS Word, Excel, DeltaGraph, BMDP, Haskins Labs acoustic analysis software (1989-Present)
- **Dr. Carole Gelfer and Dr. Nancy McGarr**
  Speech production and respiration study at CUNY of normal and hearing-impaired adolescents; preparation of documentation for NIDCD project grant submission; computer hardware/applications: IBM PC, XY Write, CUNY software for the Respitrace system (1988)
- **Dr. Nancy McGarr**
  Study at CUNY of phonatory and articulatory skills in hearing-impaired children (1985-1986)
- **Dr. Arthur Boothroyd**
  Study at CUNY of individualized aural training for hearing-impaired children (1984-1985)
- **Dr. Randall Monsen**
  Study at CID of speech training effects in hearing-impaired adolescents (1976-1977)

PUBLICATIONS

- McGarr, N.S. & Campbell, M.M. (in preparation). Speech organization in speakers with hearing impairments. In Bell-Berti, F. & Raphael, L.J. (Eds.), *Studies in speech production: A festschrift for Katherine Safford Harris*. New York: Institute of Physics - Acoustical Society of America.
- Campbell, M.M. (1983). The special needs child and Alberta Education: Early Childhood Services. *Early Childhood Education*, 16, 4-7.

PAPERS and POSTER SESSIONS

- Campbell, M.M., McGarr, N.S., Coloprisco, D. & Boothroyd, A. (1993). *Reducing listener effects in evaluating speech intelligibility of hearing-impaired talkers*. Poster session presented at Annual Convention of the American Speech and Hearing Association, Anaheim, CA.
- Campbell, M.M., Boothroyd, A., McGarr, N.S., & Harris, K.S. (1992). *Articulatory compensation in hearing-impaired speakers*. Paper presented at 123rd Mtg. of Acoustical Society of America, Salt Lake City, UT.
- Campbell, M.M., McGowan, R.S., McGarr, N.S., & Harris, K.S. (1991). *Articulatory compensation in four-year-olds*. Paper presented at 121st Meeting of Acoustical Society of America, Baltimore, Md.
- Gelfer, C.E., Campbell, M.M., Doyle, M., & McGarr, N.S. (1989). *Respiratory patterns of hearing-impaired speakers during paragraph reading*. Poster session presented at Annual Convention of the American Speech and Hearing Association, St. Louis, Mo.
- Campbell, M.M., McGarr, N.S., Behrman, A.M., & MacEachron, M.P. (1985). *The relationship between phonatory and articulatory skills in hearing-impaired children*. Poster session presented at Annual Convention of the American Speech and Hearing Association, Washington,D.C.

PRESENTATIONS

- Adaptation of Curriculum for Hearing-Impaired Students (Professional Development Seminar for Calgary Public Schools Special Education Teachers, 1987 - Calgary, Alta.)
- Meeting the Needs of Special Education Teachers (Professional Development Seminar for County of Wainwright Teachers, 1987 - Wainwright, Alta.)
- Writing Individual Program Plans for Hearing-Impaired Students (Alberta School for the Deaf Workshops, 1986 and 1987 - Edmonton, Alta.)
- Using Music to Develop Speech/Language Skills in Hearing-Impaired Preschoolers (Convention of the Association of Canadian Educators of the Hearing-Impaired, 1983 - Winnipeg, Man.)
- Early Intervention for the Hearing-Impaired (Lecture at Faculté St. Jean, 1983 - Edmonton, Alta.)
- Hearing Loss: Early Identification (Grande Prairie Special Ed. Conference, 1982 - Grande Prairie, Alta.)

HONORS

- Review panelist for *The A.G. Bell Volta Review* (1991-Present)
- Search Committee for Provost of the Graduate Center, CUNY (May 1993 - October 1993)
- Acoustical Society of America Speech Technical Committee Student Award for Best Presentation, 123rd Meeting of the Acoustical Society of America, Salt Lake City, UT. (1992)
- Acoustical Society of America Speech Technical Committee Student Award for Best Presentation, 121st Meeting of the Acoustical Society of America, Baltimore, Md. (1991)
- Graduate Council, CUNY Graduate Center, (1988-1992)
- Committee on Structure, Subcommittee of the Graduate Council, CUNY (1988-1992)
- Who's Who Among Students in American Universities and Colleges (1990)

- Curriculum/Exam Committee, Ph.D. Program in Speech and Hearing Sciences, CUNY (1989-90)
- Executive Committee, Ph.D. Program in Speech and Hearing Sciences, CUNY (1988-1989)
- Chairperson, Alberta Department of Education Curriculum Subcommittee on Speech for the Hearing-Impaired (1979-1980)
- Goldstein Scholar (outstanding teacher of the deaf from the graduating class), Central Institute for the Deaf, Washington University (1972)

ADDITIONAL COURSES

- Workshop on the Multi-Sensory Deprived - W. Ross MacDonald School, Brantford, Ont.
- Reducing Tension in Voice Quality - Speech and Hearing Association of Alberta
- The Ling Speech Program - Doris Leckie, Montreal Oral School
- Counselling Parents of Deaf Children - Dr. Julia Davis
- Signed English and American Sign Language - Alberta School for the Deaf
- The Rhode Island Curriculum - Dr. Peter Blackwell
- Parent/Professional Relationships - Dr. David Luterman
- Family Counselling - University of Alberta
- Systematic Training for Effective Parenting - Glenrose Hospital, Edmonton, Alta.
- Women in Management - University of Alberta

PROFESSIONAL ORGANIZATIONS

- Acoustical Society of America
- American Speech-Language-Hearing Association
- Alexander Graham Bell Association for the Deaf

REFERENCES

Available upon request and on file at the Graduate School and University Center - CUNY.

QUEENS COLLEGE DEPARTMENT OF PHYSICS

PHYSICS 145 - GENERAL PHYSICS

Ms. Raj Rani (718) 997-3350 *Office Hours: 1:30 - 2:30 Tues.& Thur.*

TEXT: Physics for Scientists and Engineers with Modern Physics, Serway, Saunders Publishing
Physics Laboratory Experiments, Wilson, DC Heath Publishing

COURSE DESCRIPTION:

This is an introductory course in Physics for all the science students having a background in Calculus. This laboratory based course is intended to provide all science or pre-engineering students an opportunity to become familiar with the latest science equipment. It also allows to gain an understanding of the fundamental laws of physics with hands on experiments and challenging exercises each with a lab report for the development of thinking skills.

The course starts with the introduction of most fundamental quantities like mass, length, and time and leads to derivation of basic laws of physics in a systematic manner, and relating it to real life experiences. It covers 15 chapters on Mechanics, 3 chapters on Thermodynamics, and one on Wave Phenomenon emphasizing problem solving skills.

COURSE REQUIREMENTS:

(I) EXAMINATION:

There will be three quizzes of one hour each, and a cumulative final examination. Each quiz will focus on testing the basic understanding of the subject and the student's ability to apply the basic concepts to specific problems similar to the ones covered in the course.

(II) LAB REPORTS:

Lab reports are required to be done in the assigned class for that lab, and data sheet must be signed by the instructor. No lab reports will be accepted for evaluation if the signed data sheet is not attached with each report submitted. Lab reports must be submitted within one week from the day of performing the experiment.

LATE REPORTS: One week after the due date will have 10 % deducted, two weeks 25% deducted from your grade for the late lab report. No lab report will be accepted after two weeks from the due date.

GRADING: Three quizzes will count for 45%, the cumulative final exam for 25%, class participation 5% and lab reports for 25% of the total grade.

ATTENDANCE: Will be taken and participation will be counted as 5% of the grade.

WEEK OF	LECTURE	RECITATION CHAP(PROB)	LABORATORY
Feb.1	Ch 1 Ch 2	1(1,3,4,,6,7);2(5,10) 2(12,19,22,23,26,28,29,47)	Int. to Lab Math Review
Feb. 8	Ch 3 Ch 4(6)	3(1,3,6,7,13,19,29,32,48) 4(1,4,8,10,16,18,22,26)	#1
Feb. 15	Ch 5	4(27,32,33,35,38,40)	#6
Feb. 22	Ch 5	5(5,6,9,13,16,19,27,29,32)	
Mar. 1	Ch 6(3-5) **TEST 1**	Review for Test: 5(35,37,38) 6(2,6,7,10,14,20,21,22)	#5 A&B
Mar. 8	Ch 7(7,8) Ch 8(7-11)	Return the Test; 7(1,3,7) 7(10,14,15,19,22,31,33,37)	#5C
Mar.15	Ch 9(8) Ch 10(5)	8(3,9,10,11,12,15,16,18) 8(25,30,35); Review	#11
Mar. 22	**TEST 2** Ch 11(6,7)	9(3,4,7,12,15,18,23,25) 9(27,29,34); 10(5,8,13,16)	#9
Mar. 29	Ch 12(4) Ch 13(7)	Return the Test;10(18,20,24) 10(25,27,33); 11(1,5,9,14,19)	#8
Apr.12	Ch 15(9-12) Ch 16	11(22,23,32,33); 12(1,3,5,6,12) 12(18,22,37); 13(3,4,6,10,15,20,22)	#13
Apr.19	Ch 16 Ch 19	15(1,5,12,14,19,22,23,26,29) Review; 15(31,39,49)	#17
Apr. 26	**TEST 3** Ch 20(7)	16(1,6,11,14,16,18,23,28,31,40) Return the Test; 19(5,7,18,25)	#23
May 3	Ch 21(7-9) Ch 21(7-9)	19(35,37,41); 20(3,5,12,15,26) 20(29,31,37,43); 21(1,3,7)	#25
May 10	Ch 22(5-10) Ch 22(5-10)	21(11,13,16);22(1,4,9,12,17) 22(1,4,9,12,17); REVIEW	LAB REVIEW
May 17		**FINAL EXAM**	

*Lecture Sections In Parenthesis Are To Be Omitted

Seminar on College Teaching: Sciences/Mathematics
Student: [redacted]
Date: December 7, 1993

Identification of Funding Sources in Speech and Hearing Sciences

1. From the National Institutes on Deafness and Other Communication Disorders
   National Institutes of Health
   US Department of Health and Human Services - Public Health Service

   A. FIRST (First Independent Research Support and Transition) Award

   √ up to $350,000 for five years (1991-92 figures)
   √ to enable newly independent investigators to initiate their own research and to aid transition to traditional types of NIH research project grants
   √ recipient must request five years support and devote 50% time to the project; be independent of a mentor; at the beginning stages of a research career; not in a training status

   B. AREA (Academic Research Enhancement Award)

   √ up to $75,000 for three years (1991-92 figures)
   √ to stimulate research in educational institutions that provide the baccalaureate training for research scientists
   √ recipient must be a faculty member to receive support for small scale research projects

   C. CIDA (Clinical Investigator Development Award)

   √ salary stipend and research allowance are provided for five years, nonrenewable (1991-92 actual amounts not provided in documentation I received)
   √ to prepare clinically trained individuals for research and teaching careers in areas of medical science related to communication sciences and disorders; provides support for special study and supervised experience tailored to individual needs
   √ recipient may be an M.D. or PH.D.; must be nominated by a nonprofit US institution and have demonstrated potential for excellence in research and teaching; requires 75% committment; supplementation is allowed from non-federal funds
   research projects

2. American Speech-Language-Hearing Foundation
Research Grants for New Investigators

- √ four research grants of $4,000 each for one year
- √ to support clinical research by new investigators in speech-language pathology and/or audiology
- √ recipient must have received his/her doctoral degree within the past five years and must not have received prior funding for research, with the exception of internal university funding

3. American Speech-Language-Hearing Foundation and the Acoustical Society of America
Research Grant in Speech Science

- √ one research grant of $2,000 for one year
- √ to foster projects in speech science; to initiate new research or supplement an existing research project; for equipment, subjects, research assistants or research-related travel
- √ recipient must have received his/her doctoral degree within the past five years; no restrictions on prior or simultaneous funding

APPENDIX E

Evaluation Instruments:

Application
Opinion Survey: Pre- and Posttest for Participants
Opinion Survey: Pre- and Posttest for Nonparticipants
Presenter Survey-Looking Backwards
Student Survey-Looking Backwards
Evaluation Form
Future Plans

CENTER FOR ADVANCED STUDY IN EDUCATION
THE GRADUATE SCHOOL AND UNIVERSITY CENTER
THE CITY UNIVERSITY OF NEW YORK

SEMINAR ON COLLEGE TEACHING SCIENCES
APPLICATION

Please answer all of the questions below and return to Professor Barbara R. Heller or Dr. Adele Bahn, Room 300, 25 W. 43 St.

1. Name (please print) _____ I.D.#: _____

2. Date of Birth _____ Sex: ___Female ___Male

3. Undergraduate College _____ State/Country: _____

Major _____ Year graduated _____

4. Do you have a graduate degree? ___No ___Yes, if yes

Specify College/University _____ State/Country _____

Type of degree _____ Major _____ Year completed _____

5. Doctoral Program _____ Year enrolled _____ Current level: ___Level 1 ___Level 2 ___Level 3

6. How many credits of coursework have you completed? _____

7. Do you have any experience teaching? ___No ___Yes, if yes. Counting this year, how many years total experience do you have? _____

8. If yes, please check and what subjects indicate have you taught?

Grades	Subjects
_____	_____
_____	_____
_____	_____

9. Do you have any experience as a teaching assistant in a clinic laboratory? ___No ___Yes, if yes. Counting this year, how many years total experience do you have? _____

10. Please briefly describe your teaching assistantship(s): _____

_____

11. What is the primary career path you intend to follow immediately after you have completed your doctoral studies?

___Managerial position in industry, private sector
___Teaching position in college/university
___Administrative position in college/university
___Research position in industry/private sector
___Research position in college/university
___Other, please specify _____

12. How did you hear about this Seminar? _____

13. Please use this space (or back of page) to tell us what specific skills you would like to develop and what your expectations are from this Seminar.

Signature _____ Date: _____

Home address: _____ Telephone _____

_____

_____

A recommendation from the Executive Officer of your Program is required for the Seminar.
Have you filed a recommendation? ___Yes, attached ___Yes, sent separately ___Not yet, please explain _____

_____

BEST COPY AVAILABLE

FIPSE Program to Prepare Doctoral Students for College Teaching

CENTER FOR ADVANCED STUDY IN EDUCATION
Graduate School and University Center
of the City University of New York

SEMINAR ON COLLEGE TEACHING: SCIENCES

Opinion Survey

Dear

As part of our effort to assess the Seminar on College Teaching, we have developed a survey questionnaire that asks about participants' attitudes and feelings of competence. Although many items are included, the survey should take only a few minutes to complete. Please answer each question as honestly as possible; your responses are confidential and the results will be aggregated for all respondents. Use the enclosed envelope to return the survey to us by July 8, 1993. Thank you for your cooperation.

Barbara R. Heller
Project Director

Adele Bahn
Seminar Director

I. The following set of questions asks you to indicate your opinion by circling a number to show how much you agree or disagree with each statement.

1 = strongly disagree
2 = disagree, with reservations
3 = agree, with reservations
4 = strongly agree

Most people who are trained well in a particular discipline are also able to effectively teach that subject to others	1 2 3 4
The single most important mission of a university is to educate undergraduates	1 2 3 4
A good teacher should both educate and entice future scholars	1 2 3 4
Those who teach must be, above all, well-informed and knowledgeable about their field	1 2 3 4
Teaching effectiveness should not be the primary criterion for promotion of faculty	1 2 3 4
In good liberal arts colleges, tenure and promotion of faculty should focus heavily on their research and published articles	1 2 3 4
Good teaching is often taken for granted and not rewarded	1 2 3 4
Faculty are opposed to peer review of their teaching	1 2 3 4
Almost all faculty view research as their preferred function	1 2 3 4
Most graduate students think of teaching as merely a means of livelihood	1 2 3 4
The best preparation for teaching advanced courses is specialized study	1 2 3 4

please continue ☛

1 = strongly disagree
2 = disagree, with reservations
3 = agree, with reservations
4 = strongly agree

A good teacher of undergraduates needs only general knowledge of the subject matter and strong pedagogical skills	1 2 3 4
All questions have one correct answer	1 2 3 4
Students gain more from a well-structured lecture than from reading assignments	1 2 3 4
Most classroom discussions among students are not useful for the promotion of learning	1 2 3 4
Multiple choice tests are best suited for use in the "hard" sciences	1 2 3 4
The major disadvantage of giving essay tests to large classes is the time needed to score them	1 2 3 4
Multiple choice tests are no more objective than essay tests	1 2 3 4
Multiple choice tests can never assess students' depth of understanding of the subject matter	1 2 3 4
Essay, multiple choice, and "take home" examinations are equally valuable for assessing students' knowledge of the course content	1 2 3 4
Good teachers usually don't give "make up" tests	1 2 3 4
Surprise tests are a good way to see if students are keeping up with the course work	1 2 3 4
Grading on a curve is a way to make low scores and scores in the lower range more acceptable	1 2 3 4
It is never a good idea to let students try to negotiate their grade	1 2 3 4
Tests should have tight time limits to <u>really</u> assess what students know	1 2 3 4
Students are entitled to state any opinion in class, no matter how offensive some others may find it	1 2 3 4
Students' personal experiences should be encouraged only if they illustrate points in the class discussion	1 2 3 4
The first day of class is best used for talking about "administrative" details	1 2 3 4
It is not o.k. to dismiss students from class early on the first day	1 2 3 4
Students should have some say in what topics are included on the syllabus	1 2 3 4
It is not necessary for teachers to set goals for each class period as long as they have an overall plan for the course	1 2 3 4
There is usually only one good way to explain a principle	1 2 3 4
Students need to master quite a bit of detailed knowledge before they can understand a subject	1 2 3 4

please continue ☛

BEST COPY AVAILABLE

1 = strongly disagree
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3 = agree, with reservations
4 = strongly agree

Instructors should never assign a text or readings that they have not themselves read 1 2 3 4

Teachers should be flexible about imposing deadlines for class assignments 1 2 3 4

Because some students are often late to class, the instructor should delay the start until almost all students are present 1 2 3 4

Instructors are obliged to be available to students for consultation on course-related matters outside of class 1 2 3 4

In large classes, instructors need not learn the names of the students 1 2 3 4

If a student's term paper is good, the instructor has only to write the grade on it 1 2 3 4

A good classroom test should cover all of the material taught in the course 1 2 3 4

If students cannot complete a test in the allotted time, they probably don't know the material 1 2 3 4

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"Surprise" tests are almost never o.k. to administer 1 2 3 4

Tests and term papers should be graded without the teacher knowing who authored them 1 2 3 4

Grades foster competition 1 2 3 4

Sometimes it's o.k. for a teacher to award a grade on a basis other than the student's performance in the course 1 2 3 4

Grades should reflect not only students' performance on exams, term papers, and other assignments, but also their previous academic record 1 2 3 4

It is sometimes o.k. to avoid awarding a low grade, even when well-deserved, if by doing so the teacher also avoids a confrontation with the student 1 2 3 4

Students are entitled to know when their teacher's opinion is not shared by most other scholars in the field 1 2 3 4

It is very hard for an instructor to argue for his/her own view and also encourage students to think independently 1 2 3 4

In a classroom, all expressed opinions should be considered equally sound, valid, and well-founded 1 2 3 4

All colleges should institute regular student evaluations of all faculty members 1 2 3 4

Observation by peers is not the way most faculty prefer to be evaluated .....

please continue ☛

II. This series of questions asks you to judge how true each statement is about you now. Please circle a number that best represents your response, using the following scale.

1 = not at all true for me now
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As a teacher or potential teacher, I now feel confident about ...

Speaking before groups of 40 or more people	1 2 3 4
Preparing lectures	1 2 3 4
Selecting textbooks and readings for a course	1 2 3 4
Knowing what type and how much homework to assign	1 2 3 4
Deciding on topics for term papers	1 2 3 4
Being able to handle students' questions	1 2 3 4
Being able to guide classroom discussions	1 2 3 4
Preparing multiple-choice or short-answer tests	1 2 3 4
Planning essay tests	1 2 3 4
Grading essay tests and students' other written work	1 2 3 4
Conducting student-teacher conferences	1 2 3 4
Assigning course grades	1 2 3 4
Resolving classroom conflicts between students	1 2 3 4
Dealing with plagiarism, cheating, and other forms of academic dishonesty	1 2 3 4
Negotiating test scores and grade disputes with students	1 2 3 4
Encouraging culturally diverse points of view in my class	1 2 3 4
Getting students to participate in class exercises and discussions	1 2 3 4
Being able to interest students in the subject matter	1 2 3 4
Dealing with students with poor basic skills in reading, writing, and mathematics	1 2 3 4
Understanding the uniqueness of urban students	1 2 3 4

please continue ☞

III. In descending order of importance, please list what you believe are the **three** most important elements of effective college teaching.

1. _____

2. _____

3. _____

IV. Please use the rest of this space to briefly describe the best teacher you have ever had.

Name: _____

Ph.D. Program: _____

Thank you for completing this survey. Please return it to Professor Barbara R. Heller, 25 West 43 Street, New York, N.Y. 10036.

FIPSE Program to Prepare Doctoral Students for College Teaching

CENTER FOR ADVANCED STUDY IN EDUCATION
Graduate School and University Center
of the City University of New York

SEMINAR ON COLLEGE TEACHING: Sciences/Mathematics

Opinion Survey

Dear

In July, you completed the pretest version of this Opinion Survey designed to assess people's attitudes and feelings of competence with respect to teaching. Your cooperation in completing this posttest Survey and returning it to us by **January 4, 1994** would be greatly appreciated. As you know, your opinions and responses are important in modifying the Seminar for the future and in securing additional funding for the Seminar on College Teaching project.

Please note that your responses are confidential and anonymous and that the Survey takes only a few minutes to fill out. Share your reactions with us and use as much space as you like to describe your personal opinions about the Seminar's content, organization, and presentation.

Thank you very much. We hope, as you do, that additional support for this program will enable us to continue to offer it to all interested GSUC students.

Barbara R. Heller
Project Director

Adele Bahn
Seminar Director

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The first day of class is best used for talking about "administrative" details	1 2 3 4
It is not o.k. to dismiss students from class early on the first day	1 2 3 4
Students should have some say in what topics are included on the syllabus	1 2 3 4
It is not necessary for teachers to set goals for each class period as long as they have an overall plan for the course	1 2 3 4
There is usually only one good way to explain a principle	1 2 3 4
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Being able to handle students' questions	1 2 3 4
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Preparing multiple-choice or short-answer tests	1 2 3 4
Planning essay tests	1 2 3 4
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Conducting student-teacher conferences	1 2 3 4
Assigning course grades	1 2 3 4
Resolving classroom conflicts between students	1 2 3 4
Dealing with plagiarism, cheating, and other forms of academic dishonesty	1 2 3 4
Negotiating test scores and grade disputes with students	1 2 3 4
Encouraging culturally diverse points of view in my class	1 2 3 4
Getting students to participate in class exercises and discussions	1 2 3 4
Being able to interest students in the subject matter	1 2 3 4
Dealing with students with poor basic skills in reading, writing, and mathematics	1 2 3 4
Understanding the uniqueness of urban students	1 2 3 4

please continue ☞

III Please list the three elements most important in effective college teaching in decreasing order of importance.

1. _____

2. _____

3. _____

IV We are interested in your general reaction to the Seminar on College Teaching: Sciences/Mathematics. Please rate the Seminar overall (circle one number) and describe the reasons underlying your rating. Attach another page or use the margins if you need more space.

Below Average		Average		Excellent
1	2	3	4	5

_____

_____

_____

V Please rate each of the following aspects of the Seminar by circling a number to correspond with the 5-point scale above in question IV.

The quality of the presenters	1	2	3	4	5
The use of a number of different presenters	1	2	3	4	5
The variety of teaching presentation styles	1	2	3	4	5
The continuity among sessions	1	2	3	4	5
The sequencing of sessions	1	2	3	4	5
The overall curriculum content (all sessions)	1	2	3	4	5
The degree of organization	1	2	3	4	5
The student assignments:					
Classroom observations	1	2	3	4	5
Syllabus	1	2	3	4	5
Resume	1	2	3	4	5
The books/articles provided by staff	1	2	3	4	5
Handouts distributed by presenters	1	2	3	4	5
Other; specify _____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

VI What were the two most useful parts or aspects of the Seminar?

1. _____

2. _____

please continue ☛

VII What two aspects of the Seminar most need to be modified?

1. _____

2. _____

VIII What was the single most important thing you learned?

_____

_____

IX How, if at all, did the Seminar affect your interest in college teaching (please be specific)?

_____

_____

X What affect did the Seminar have on what you are doing or will do when you teach college students? Please describe three things you might do differently as a result of this experience.

1. _____

2. _____

3. _____

Please use the rest of the space for additional comments.

Name: _____
Program: _____

Thank you for completing this Survey. Please return it to: Professor B.R. Heller, CASE, 25 W. 43 Street, Room 300N, New York, NY 10036.

FIPSE Program to Prepare Doctoral Students for College Teaching

CENTER FOR ADVANCED STUDY IN EDUCATION
Graduate School and University Center
of the City University of New York

SEMINAR ON COLLEGE TEACHING: SCIENCES

Opinion Survey

Dear

Although we could not include you (and a great number of other students) in the Fall 1993 FIPSE Seminar on College Teaching, we hope that you'd be willing to assist us. Specically we need your help with the attached opinion survey in order to assess changes in people's attitudes and feelings of competence with respect to teaching. Your cooperation in completing this Survey and returning it to us would be greatly appreciated.

In anticipation that you will help, we want you to know that the Survey should take only a few minutes to fill out and the results will be very useful as we attempt to get additional funding. Please note also that your responses are confidential. We would appreciate it if you would return this Survey in the enclosed envelope by July 8, 1993.

Thank you so much. We hope, as you do, that additional support for this program will become available in the future so that we may offer more Seminars on College Teaching: Sciences. Thanks again.

Barbara R. Heller, Project Director — Adele Bahn, Seminar Director

---

I. The following set of questions asks you to indicate your opinion by circling a number to show how much you agree or disagree with each statement.

1 = strongly disagree
2 = disagree, with reservations
3 = agree, with reservations
4 = strongly agree

Most people who are trained well in a particular discipline are also able to effectively teach that subject to others	1 2 3 4
The single most important mission of a university is to educate undergraduates	1 2 3 4
A good teacher should both educate and entice future scholars	1 2 3 4
Those who teach must be, above all, well-informed and knowledgeable about their field	1 2 3 4
Teaching effectiveness should not be the primary criterion for promotion of faculty	1 2 3 4
In good liberal arts colleges, tenure and promotion of faculty should focus heavily on their research and published articles	1 2 3 4
Good teaching is often taken for granted and not rewarded	1 2 3 4
Faculty are opposed to peer review of their teaching	1 2 3 4
Almost all faculty view research as their preferred function	1 2 3 4
Most graduate students think of teaching as merely a means of livelihood	1 2 3 4
The best preparation for teaching advanced courses is specialized study	1 2 3 4

please continue ☞

1= strongly disagree
2= disagree, with reservations
3= agree, with reservations
4= strongly agree

A good teacher of undergraduates needs only general knowledge of the subject matter and strong pedagogical skills	1 2 3 4
All questions have one correct answer	1 2 3 4
Students gain more from a well-structured lecture than from reading assignments	1 2 3 4
Most classroom discussions among students are not useful for the promotion of learning	1 2 3 4
Multiple choice tests are best suited for use in the "hard" sciences	1 2 3 4
The major disadvantage of giving essay tests to large classes is the time needed to score them	1 2 3 4
Multiple choice tests are no more objective than essay tests	1 2 3 4
Multiple choice tests can never assess students' depth of understanding of the subject matter	1 2 3 4
Essay, multiple choice, and "take home" examinations are equally valuable for assessing students' knowledge of the course content	1 2 3 4
Good teachers usually don't give "make up" tests	1 2 3 4
Surprise tests are a good way to see if students are keeping up with the course work	1 2 3 4
Grading on a curve is a way to make low scores and scores in the lower range more acceptable	1 2 3 4
It is never a good idea to let students try to negotiate their grade	1 2 3 4
Tests should have tight time limits to <u>really</u> assess what students know	1 2 3 4
Students are entitled to state any opinion in class, no matter how offensive some others may find it	1 2 3 4
Students' personal experiences should be encouraged only if they illustrate points in the class discussion	1 2 3 4
The first day of class is best used for talking about "administrative" details	1 2 3 4
It is not o.k. to dismiss students from class early on the first day	1 2 3 4
Students should have some say in what topics are included on the syllabus	1 2 3 4
It is not necessary for teachers to set goals for each class period as long as they have an overall plan for the course	1 2 3 4
There is usually only one good way to explain a principle	1 2 3 4
Students need to master quite a bit of detailed knowledge before they can understand a subject.	1 2 3 4

please continue ☞

1= strongly disagree
2= disagree, with reservations
3= agree, with reservations
4= strongly agree

Instructors should never assign a text or readings that they have not themselves read	1 2 3 4
Teachers should be flexible about imposing deadlines for class assignments	1 2 3 4
Because some students are often late to class, the instructor should delay the start until almost all students are present	1 2 3 4
Instructors are obliged to be available to students for consultation on course-related matters outside of class	1 2 3 4
In large classes, instructors need not learn the names of the students	1 2 3 4
If a student's term paper is good, the instructor has only to write the grade on it	1 2 3 4
A good classroom test should cover all of the material taught in the course	1 2 3 4
If students cannot complete a test in the allotted time, they probably don't know the material	1 2 3 4
It is not necessary for the instructor to inform the class of the relative importance of each answer in the grading of the examination	1 2 3 4
"Surprise" tests are almost never o.k. to administer	1 2 3 4
Tests and term papers should be graded without the teacher knowing who authored them	1 2 3 4
Grades foster competition	1 2 3 4
Sometimes it's o.k. for a teacher to award a grade on a basis other than the student's performance in the course	1 2 3 4
Grades should reflect not only students' performance on exams, term papers, and other assignments, but also their previous academic record	1 2 3 4
It is sometimes o.k. to avoid awarding a low grade, even when well-deserved, if by doing so the teacher also avoids a confrontation with the student	1 2 3 4
Students are entitled to know when their teacher's opinion is not shared by most other scholars in the field	1 2 3 4
It is very hard for an instructor to argue for his/her own view and also encourage students to think independently	1 2 3 4
In a classroom, all expressed opinions should be considered equally sound, valid, and well-founded	1 2 3 4
All colleges should institute regular student evaluations of all faculty members	1 2 3 4
Observation by peers is not the way most faculty prefer to be evaluated	1 2 3 4

please continue ☞

II. This series of questions asks you to judge how true each statement is about you now. Please circle a number that best represents your response, using the following scale.

1 = not at all true for me now
2 = not true, with reservations
3 = true, with reservations
4 = very true for me now

As a teacher or potential teacher, I now feel confident about ...

Speaking before groups of 40 or more people	1 2 3 4
Preparing lectures	1 2 3 4
Selecting textbooks and readings for a course	1 2 3 4
Knowing what type and how much homework to assign	1 2 3 4
Deciding on topics for term papers	1 2 3 4
Being able to handle students' questions	1 2 3 4
Being able to guide classroom discussions	1 2 3 4
Preparing multiple-choice or short-answer tests	1 2 3 4
Planning essay tests	1 2 3 4
Grading essay tests and students' other written work	1 2 3 4
Conducting student-teacher conferences	1 2 3 4
Assigning course grades	1 2 3 4
Resolving classroom conflicts between students	1 2 3 4
Dealing with plagiarism, cheating, and other forms of academic dishonesty	1 2 3 4
Negotiating test scores and grade disputes with students	1 2 3 4
Encouraging culturally diverse points of view in my class	1 2 3 4
Getting students to participate in class exercises and discussions	1 2 3 4
Being able to interest students in the subject matter	1 2 3 4
Dealing with students with poor basic skills in reading, writing, and mathematics	1 2 3 4
Understanding the uniqueness of urban students	1 2 3 4

please continue ☞

III. In descending order of importance, please list what you believe are the three most important elements of effective college teaching.

1. _____

2. _____

3. _____

IV. Please use the rest of this space to briefly describe the best teacher you have ever had.

Name: _____

Ph.D. Program: _____

Thank you for completing this survey. Please return it to Professor Barbara R. Heller, 25 West 43 Street, New York, N.Y. 10036.

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FIPSE Program to Prepare Doctoral Students for College Teaching

CENTER FOR ADVANCED STUDY IN EDUCATION
Graduate School and University Center
of the City University of New York

SEMINAR ON COLLEGE TEACHING: SCIENCIES/MATHEMATICS
Opinion Survey

Dear

In July, you completed the pretest version of this Opinion Survey designed to assess people's attitudes and feelings of competence with respect to teaching. Your cooperation in completing this posttest Survey and returning it to us by **January 4, 1994** would be greatly appreciated. In recognition, we will send you the reading list of books and articles that was used in the Seminar on College Teaching relating to pedagogy and other issues of importance to prospective teachers.

Because we want you to continue to help us, we have made sure that the Survey will take only a few minutes to fill out and that the results will be very useful as we attempt to secure additional funding for the Seminar on College Teaching project. Please note also that your responses are confidential and anonymous.

Thank you very much. We hope, as you do, that additional support for this program will become available so that we may offer the Seminar to all interested GSUC students in the future.

Barbara R. Heller — Project Director

Adele Bahn — Seminar Director

---

1. The following set of questions asks you to indicate your opinion by circling a number to show how much you agree or disagree with each statement.

1 = strongly disagree
2 = disagree, with reservations
3 = agree, with reservations
4 = strongly agree

Most people who are trained well in a particular discipline are also able to effectively teach that subject to others	1 2 3 4
The single most important mission of a university is to educate undergraduates	1 2 3 4
A good teacher should both educate and entice future scholars	1 2 3 4
Those who teach must be, above all, well-informed and knowledgeable about their field	1 2 3 4
Teaching effectiveness should not be the primary criterion for promotion of faculty	1 2 3 4
In good liberal arts colleges, tenure and promotion of faculty should focus heavily on their research and published articles	1 2 3 4
Good teaching is often taken for granted and not rewarded	1 2 3 4
Faculty are opposed to peer review of their teaching	1 2 3 4
Almost all faculty view research as their preferred function	1 2 3 4
Most graduate students think of teaching as merely a means of livelihood	1 2 3 4
The best preparation for teaching advanced courses is specialized study	1 2 3 4

please continue ☞

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A good teacher of undergraduates needs only general knowledge of the subject matter and strong pedagogical skills	1 2 3 4
All questions have one correct answer	1 2 3 4
Students gain more from a well-structured lecture than from reading assignments	1 2 3 4
Most classroom discussions among students are not useful for the promotion of learning	1 2 3 4
Multiple choice tests are best suited for use in the "hard" sciences	1 2 3 4
The major disadvantage of giving essay tests to large classes is the time needed to score them	1 2 3 4
Multiple choice tests are no more objective than essay tests	1 2 3 4
Multiple choice tests can never assess students' depth of understanding of the subject matter	1 2 3 4
Essay, multiple choice, and "take home" examinations are equally valuable for assessing students' knowledge of the course content	1 2 3 4
Good teachers usually don't give "make up" tests	1 2 3 4
Surprise tests are a good way to see if students are keeping up with the course work	1 2 3 4
Grading on a curve is a way to make low scores and scores in the lower range more acceptable	1 2 3 4
It is never a good idea to let students try to negotiate their grade	1 2 3 4
Tests should have tight time limits to <u>really</u> assess what students know	1 2 3 4
Students are entitled to state any opinion in class, no matter how offensive some others may find it	1 2 3 4
Students' personal experiences should be encouraged only if they illustrate points in the class discussion	1 2 3 4
The first day of class is best used for talking about "administrative" details	1 2 3 4
It is not o.k. to dismiss students from class early on the first day	1 2 3 4
Students should have some say in what topics are included on the syllabus	1 2 3 4
It is not necessary for teachers to set goals for each class period as long as they have an overall plan for the course	1 2 3 4
There is usually only one good way to explain a principle	1 2 3 4
Students need to master quite a bit of detailed knowledge before they can understand a subject.	1 2 3 4

please continue ☞

BEST COPY AVAILABLE

1 = strongly disagree
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4 = strongly agree

Instructors should never assign a text or readings that they have not themselves read	1 2 3 4
Teachers should be flexible about imposing deadlines for class assignments	1 2 3 4
Because some students are often late to class, the instructor should delay the start until almost all students are present	1 2 3 4
Instructors are obliged to be available to students for consultation on course-related matters outside of class	1 2 3 4
In large classes, instructors need not learn the names of the students	1 2 3 4
If a student's term paper is good, the instructor has only to write the grade on it	1 2 3 4
A good classroom test should cover all of the material taught in the course	1 2 3 4
If students cannot complete a test in the allotted time, they probably don't know the material	1 2 3 4
It is not necessary for the instructor to inform the class of the relative importance of each answer in the grading of the examination	1 2 3 4
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Grades foster competition	1 2 3 4
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Students are entitled to know when their teacher's opinion is not shared by most other scholars in the field	1 2 3 4
It is very hard for an instructor to argue for his/her own view and also encourage students to think independently	1 2 3 4
In a classroom, all expressed opinions should be considered equally sound, valid, and well-founded	1 2 3 4
All colleges should institute regular student evaluations of all faculty members	1 2 3 4
Observation by peers is not the way most faculty prefer to be evaluated	1 2 3 4

please continue ☞

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II. This series of questions asks you to judge how true each statement is about you <u>now</u>. Please circle a number that best represents your response, using the following scale.

1 = not at all true for me now
2 = not true, with reservations
3 = true, with reservations
4 = very true for me now

As a teacher or potential teacher, I now feel confident about ...

Speaking before groups of 40 or more people	1 2 3 4
Preparing lectures	1 2 3 4
Selecting textbooks and readings for a course	1 2 3 4
Knowing what type and how much homework to assign	1 2 3 4
Deciding on topics for term papers	1 2 3 4
Being able to handle students' questions	1 2 3 4
Being able to guide classroom discussions	1 2 3 4
Preparing multiple-choice or short-answer tests	1 2 3 4
Planning essay tests	1 2 3 4
Grading essay tests and students' other written work	1 2 3 4
Conducting student-teacher conferences	1 2 3 4
Assigning course grades	1 2 3 4
Resolving classroom conflicts between students	1 2 3 4
Dealing with plagiarism, cheating, and other forms of academic dishonesty	1 2 3 4
Negotiating test scores and grade disputes with students	1 2 3 4
Encouraging culturally diverse points of view in my class	1 2 3 4
Getting students to participate in class exercises and discussions	1 2 3 4
Being able to interest students in the subject matter	1 2 3 4
Dealing with students with poor basic skills in reading, writing, and mathematics	1 2 3 4
Understanding the uniqueness of urban students	1 2 3 4

please continue ☛

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III Please list the three elements most important in effective college teaching in decreasing order of importance.

1. _____

2. _____

3. _____

IV During 1993-94 year or Fall 1993, did you do any teaching? _No _Yes; if yes, please indicate

The course and level you taught: _____

The semester or time period you taught: _____

Where you taught (be specific): _____

Was the teaching experience related to your own course work? _No _Yes; if yes, please describe: _____

Was the teaching experience supervised? _No _Yes; if yes, please describe: _____

_____

V Do you intend to teach during the Spring or Summer 1994? _No _Yes; if yes, please specify:

The course and level: _____

The college or other school where you will teach (be specific): _____

Briefly indicate how you obtained this teaching position _____

_____

Please use the margins and the rest of this space for comments.

Name: _____
Program: _____

Thank you for completing this survey. Please return it to: Professor B.R. Heller, CASE, 25 W. 43 Street, Room 300N, New York, NY 10036.

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The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Graduate Center, 33 West 42 Street, New York, N.Y. 10036

STUDENT SURVEY-LOOKING BACKWARD

During 1991-92, you and other students in the Ph.D. Programs in the Social Sciences took part in our FIPSE Seminar to Prepare Doctoral Students for Teaching in Urban Colleges and Universities. The project is now in its final year and we are asking all participants to take a look backward, assess their experiences, and share their perceptions and opinions with us. We're counting on you!

Please take a few minutes to complete this Survey and return it to us by December 1 in the stamped envelope. We really need your help in gathering the kind of information that FIPSE and the GSUC need for informed decisions about the future direction of this project. Thank you. Please call 212 642-2910 if you have any questions.

Barbara R. Heller, Project Director Adele Bahn, Seminar Director

1. To the best of your recollection, what is the one aspect of the Seminar Program that stands out? Please explain. _____

_____

2. Based on what you know or remember, what is the most valuable part of the Program:
   - from a student perspective? Please describe: _____
   _____
   - from an institutional perspective? Please describe: _____
   _____

3. Please briefly indicate suggestions you may have for enhancing the Program's usefulness to graduate student participants: _____

_____

PLEASE TURN OVER

4. **The Seminar took place in the Spring 1992; in the Fall 1992 there were monthly meetings and, for many participants, an adjunct teaching experience.**

- **Did you have any teaching experience prior to the Seminar?** __ No __ Yes; if yes, please indicate the total number of years of prior experience and whether it was in the:
  __ USA **or** __ Abroad; specify where:_____
  __ At the secondary level **or** __ At the college or graduate level; **specify:**_____
  __ In your discipline **or** __ Other; please describe:_____
  __ As a part-time instructor/adjunct? **or** __ Other; please explain:_____
  Indicate the total number of years you taught prior to the Spring 1992:_____

- **Did you teach during the Spring 1992--during the Seminar?** __ No __ Yes; if yes:
  At what college?_____ How many courses/sections?_____
  In your discipline? __ Yes __ No; if no, please specify:_____
  As a part-time instructor/adjunct? __ Yes __ No; if no, please explain:_____

- **Did you teaching during the Fall 1992 semester (immediately following the Seminar)?**
__ No; if no, please indicate what you did instead:_____

__ Yes; if yes:
  At what college?_____ How many courses/sections?_____
  In your discipline? __ Yes __ No; if no, please specify:_____
  As a part-time instructor/adjunct? __ Yes __ No; if no, please explain:_____

Did the Project Directors (Barbara R. Heller/Adele Bahn) help you get this teaching job?
__ Yes __ No; please explain your response:_____
_____

Please expain how participation in the project helped you get this teaching job:_____

_____

- **Did you teach during the Spring 1993?** __ No; if no, please indicate what you did instead:_____

__ Yes; if yes:
  At what college?_____ How many courses/sections?_____
  In your discipline? __ Yes __ No; if no, please specify:_____
  As a part-time instructor/adjunct? __ Yes __ No; if no, please explain:_____

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Did the Project Directors help you get this teaching job?
__ Yes __ No; please explain your response:_____

_____

Please expain how participation in the project helped you get this teaching job _____

_____

- **Do you intend to continue teaching as a part-time instructor/adjunct?**
  __ Yes; please explain why:_____
  __ No; please explain why:_____

- **Do you intend to pursue a full-time tenure-track teaching position?**
  __ No; if no, what are you interested in?_____
  __ Yes; if yes, when will you start your job search:_____

- **Do you have any preference for** (please check): __ 2-year community colleges? or __ 4-year liberal arts colleges? or __ research universities? Please explain:_____

_____

5. How did participation in the Seminar project affect your future teaching plans? Please explain:_____

_____

6. Please describe <u>three</u> ways that participation in the Seminar project affects what you do or will do in your classroom:

a. _____

b. _____

c. _____

The last three questions are general

7. Looking back, would you recommend the Seminar project to a friend? __ Yes __ No
Please explain your response:_____

_____

PLEASE TURN OVER

BEST COPY AVAILABLE

8. At the present time, at what point are you in your graduate studies? (Check all that apply.)

__ Still taking courses or __ Completed all course work
__ Completed qualifying exams or __ Preparing for qualifying exams
__ Working on dissertation proposal
__ Collecting data or __ Analyzing interpreting data
__ Writing dissertation or __ Revising dissertation
__ Other; please specify: _____

9. Listed below are some positive attributes that apply to programs seeking to prepare graduate students for college teaching. Please check all of the ones that apply to our FIPSE Seminar on College Teaching:

__ Responds to a real need
__ Benefits individual participants
__ Benefits particular Ph.D. Programs/departments
__ Benefits the GSUC
__ Benefits the University
__ Helps increase the rewards for teaching
__ Emphasizes effective teaching
__ Allows students to test career options
__ Enables colleges/departments to preview applicants
__ Awards an important credential
__ Teaches new skills
__ Develops high, but realistic expectations
__ Develops cross-discipline networks
__ Introduces students to diverse points of view
__ Introduces students to various faculty/administrators
__ Expands collegiality
__ Creates enthusiasm for teaching
__ Develops realistic aspirations/goals
__ Provides practical knowledge
__ Builds self-confidence
__ Increases awareness of the profession
__ Provides effective orientation to/overview of teaching
__ Other: _____
_____
_____

10. Please use the rest of this space for comments.

Name: _____ Program: _____
Date: _____

Thank you for completing this Survey. Please return it to Barbara R. Heller, CUNY Graduate Center, 25 West 43 Street, Room 300N, New York, NY 10036.

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The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Graduate Center, 33 West 42 Street, New York, N.Y. 10036

10/93

PRESENTER SURVEY-LOOKING BACKWARD

During 1991-92, the first year of our FIPSE project, you took part in our Seminar to Prepare Doctoral Students in the Social Sciences for Teaching in Urban Colleges and Universities. As you may remember, your presentation was very well-received by the participants, several of whom indicated that it was one of the Seminar's outstanding features. We are now in the process of following up students and faculty to ascertain, over time, their perceptions and opinions.

Please take a few minutes to take a look backward, complete this Survey and return it to us by December 1 in the stamped envelope. We appreciate your assistance in helping us gather information that FIPSE and the GSUC can use to make informed decisions about the future direction of this project. Thank you. Please call 212/642-2910 if you have any questions.

Barbara R. Heller, Project Director Adele Bahn, Seminar Director

1. To the best of your recollection, what is the one aspect of the Seminar Program that stands out? Please explain: _____

_____

2. Based on what you know or remember, what is most valuable about the Program from a student or institutional perspective? Please explain: _____

_____

3. Some people have indicated that the preparation for their presentation helped them clarify, focus, and/or organize their thoughts about teaching in general and teaching in CUNY in particular. Please describe your experiences: _____

_____

_____

(please turn over)

BEST COPY AVAILABLE

4. Please, briefly indicate any suggestions you may have that will enhance the Program, with a special emphasis on how it may build upon our colleagial relationships with the colleges:

_____

_____

5. We are interested in continuing this Program after the expiration of the FIPSE grant. What are some ideas for other external funding sources or other internal arrangements for its operation? _____

_____

6. Listed below are some positive attributes that apply to programs of this type. Please check all of the ones that apply to our Seminar on College Teaching:

__ Responds to a real need
__ Benefits Ph.D. students
__ Benefits participating colleges
__ Benefits the GSUC
__ Benefits the University
__ Prepares future adjuncts
__ Helps improve the rewards for teaching
__ Involves a diverse constituency
__ Emphasizes effective teaching
__ Allows students to test career options
__ Teaches new skills
__ Provides orientation/overview of teaching
__ Develops cross-discipline networks
__ Enables departments to preview applicants
__ Introduces students to diverse points of view
__ Awards an important credential
__ Introduces students to various faculty/administrators
__ Expands collegiality
__ Is well-organized executed
__ Other:_____

_____

Please use this space for additional comments.

Name (please print):_____

College:_____ **Department/Program:**_____

Date:_____

Thank you for completing this Survey. Please return it to Barbara R. Heller, CUNY Graduate Center, 25 West 43 Street, Room 300N, New York, NY 10036.

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Graduate Center, 33 West 42 Street, New York, N.Y. 10036

SEMINAR IN COLLEGE TEACHING: SCIENCES/MATHEMATICS

Evaluation Form - Orientation

September 14, 1993

What was the single most valuable part of this session?

Please explain why:

What changes or additions to this session would have been useful?

Name (optional): _____

Program: _____

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The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Graduate Center, 33 West 42 Street, New York, N.Y. 10036

SEMINAR ON COLLEGE TEACHING: SCIENCES/MATHEMATICS

To assist you in obtaining an adjunct or other part-time teaching position, and to help set up the monthly meetings for the Spring 1994 semester, we need to know about your recent teaching experiences and immediate future plans. Please fill out this form and return it to us as quickly as possible.

1. Are you teaching **now (during the Fall 1993 semester)**?
_ No _ Yes; if yes, please indicate:

The grade/student level you teach: _____

The course you teach: _____

What college department you teach in (be specific): _____
(college) (department)

How likely is it that you will teach there next Spring (Spring 1994):
_ Very likely _ Somewhat likely _ Not very likely

Is the teaching experience related to your course work? _ No _ Yes
Please explain your response: _____

Is the teaching experience supervised? _ No _ Yes
Please explain your response: _____

2. Do you want to teach or will you be teaching during the **Spring 1994 semester**?
_ No _ Yes, I want to teach _ Yes, I will be teaching
If yes, please specify (you may list more than one in decreasing order of priority):

What grade/student level(s)? _____

What subject(s)? _____

What college/school do you want to/will be teaching in? _____

Briefly indicate how you obtained (or will obtain) this teaching position: _____

_____

(Please turn over)

BEST COPY AVAILABLE

3. Do you want us to try to help you get a teaching position for the **Spring 1994**? _ Yes _ No; if no, please explain:_____

_____

4. To try to help you get a teaching position, we would like to submit your **curriculum** vitae (cv) to CUNY and other college chairpeople in the New York City area. **Will you be able** to provide us with 4 revised copies of your cv by the end of November?
_ Yes _ No; if no, please explain:_____

5. Each Spring, for students in the Seminar on College Teaching who will be teaching and want a mentor, we arrange to provide them with an experienced professor from the college to help guide them through the semester. Will you be interested in working with a master teacher? _ No _ Yes
Please explain your response:_____

6. Also in the Spring, we are planning monthly meetings of the Seminar participants--in February, March, April, and May--in which they and invited guests will discuss issues that arise in the course of teaching.

   We would like to hold these monthly meetings during the **morning on the second Friday of every month, from 9:00-11:00 a.m. at the GSUC**. Can you attend? _ Yes _ No; if no, please indicate one other choice of time/day:_____

   _____

Please use the rest of this space for comments about adjunct teaching positions and/or about the Fall practicum (monthly meetings):

Name (please print):_____

Address:_____

Phone:_____

Please return to: Professor Barbara R. Heller, CASE--Room 300N, 25 West 43 Street, NY, NY 10036.

APPENDIX F

Evaluation Results

F1

FIGURE 1

Composition by Sex

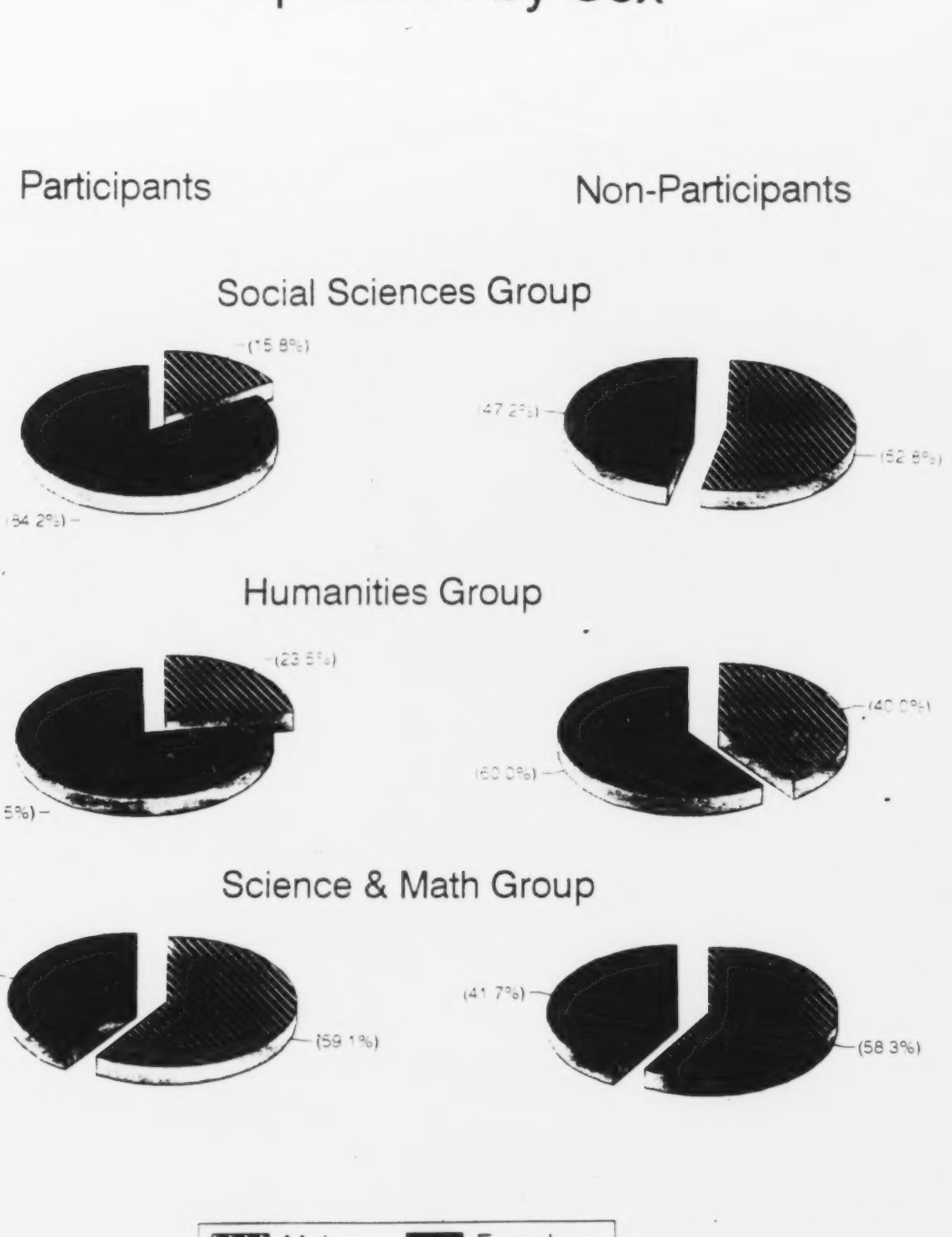

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FIGURE 2

Average Age at Time of Registration

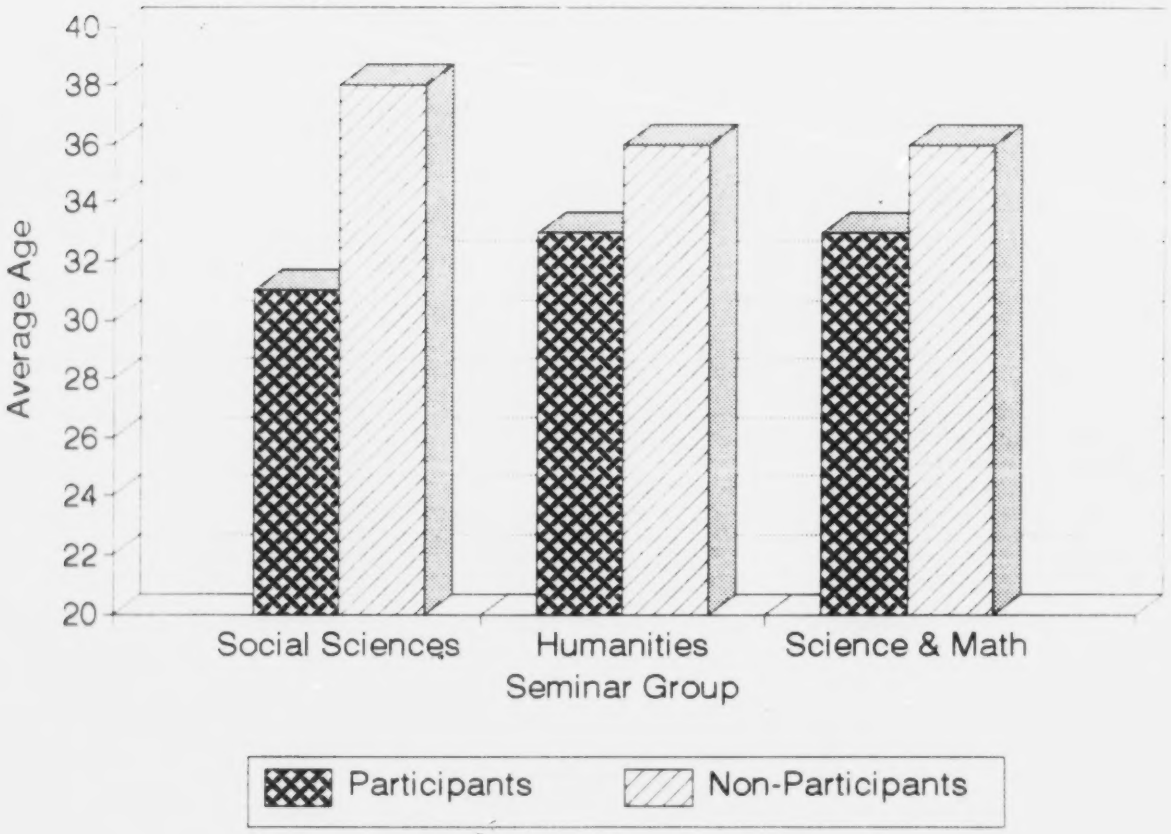

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Table 1
Educational Demographic Information for Participants (P) and Comparison Group (Non-Participants (NP)) Students
(Figures in Percentages)

	Social Sciences		Humanities		Science & Math		Total	
	P	NP	P	NP	P	NP	P	NP
Undergraduate College:								
- CUNY	10.5	18.9	29.4	28.6	18.2	20.0	19.0	20.7
- non-CUNY, New York State	26.3	22.6	23.5	21.4	18.2	0.0	22.4	17.2
- non-CUNY, out-of-state	42.1	24.5	35.3	42.9	13.6	5.0	29.3	23.0
- non-CUNY, out-of-country	21.1	34.0	11.8	7.1	50.0	75.0	29.3	39.1
Graduate Degree:								
- No	35.0	22.6	61.1	28.6	86.4	13.6	61.7	21.3
- Yes	65.0	77.4	38.9	71.4	13.6	86.4	38.3	78.7
Graduate College:								
- CUNY	40.0	32.4	57.1	50.0	64.7	62.5	55.9	42.9
- non-CUNY, New York State	30.0	27.0	42.9	10.0	5.9	0.0	20.6	17.5
- non-CUNY, out-of-state	30.0	24.4	0.0	30.0	11.8	6.3	14.7	20.6
- non-CUNY, out-of-country	0.0	16.2	0.0	10.0	17.6	31.2	8.8	19.0
Prior Teaching Experience:								
- No	42.1	26.4	50.0	23.1	22.7	33.3	37.3	27.6
- Yes:	57.9	73.6	50.0	76.9	77.3	66.7	62.7	72.4
College Level*	75.0	72.7	58.3	53.3	77.8	68.8	71.4	68.0
High School*	25.0	27.3	41.7	46.7	22.2	31.2	28.6	32.0
Ph.D. Program Level:								
- I	16.7	22.0	33.3	41.7	0.0	10.0	16.1	22.0
- II	38.9	26.0	44.4	25.0	40.0	35.0	41.1	28.0
- III	44.4	52.0	22.3	33.3	60.0	55.0	42.8	50.0

* Duplicated count

F4

Undergraduate Colleges:

Social Sciences:

- **Participants:**

Hunter College/CUNY
Lehman College/CUNY
New School for Social Research, NYC
Manhattan College, Riverdale, NY
SUNY-Stony Brook, NY
St.John's University, NY
Colgate University, NY
Purdue University, Indiana
University of Nebraske, Nebraska
Tafts University, Massachusets
Brandeis University, Massachusets
University of Pensylvania, Pensylvania
Florida State University, Florida
Amherst College, Massachusets
Bowdoin College, Maine
Hebei University, P.R.China
University of Nigeria, Nigeria
Pontificia Universidad Catolica, Peru
Union Christian College, India

- **Non-Participants:**

CUNY BA
Hunter College/CUNY - 3
Brooklyn College/CUNY - 2
Queens College/CUNY - 2
City College/CUNY
Baruch College/CUNY
Marymount College, NY
Hofstra University, NY
St.John's University, NY
St.Francis College, NY
NYU, NY
SUNY-New Paltz, NY
SUNY-Oneonta, NY
SUNY-Albany
SUNY-Binghamton
Tufts University, Massachusets
University of Illinois, IL
Temple University, PA
Long Island University, NY
Syracuse University, NY
Mercy College, NY
Barnard College, NY
Rutgers University, NJ - 3
Harvard University, Massachusets
Jersey City State College, NJ
University of Chicago, IL
University of Maryland, MD
Goshon, Indiana
David Lipscomb College, TN
University of Pensylvania, PA
Kent State University, Ohio
UAE University, United Arab Emirates
Wilson College, India
Nankai University, China
Free University, Colombia
Oxford University, Britain
Pontificia Universidad, Colombia
Normal de Magisterio, Spain
St.Thomas University, Rome, Italy
University of Puerto-Rico, Puerto-Rico
..... Greece
Universidad National de Colombia, Colombia
..... Bangladesh
University of West Indies, Jamaica
National Chengchi University, Taiwan
Chonnam National University, Korea
Kunwing Institute of Technology, China

Humanities

-Participants:

CUNY-BA
Hunter College/CUNY - 2
City College/CUNY
Baruch College/CUNY
Barnard College, NY
Manhattan College, NY
Oberlin College, OH
University of Oregon, Oregon
Kings College, London, England
NYU - 2
Georgetown University, Wash DC
UC Berkley, CA
Lady Shrirah College, India
Stanford University, CA
Muhlenberg College, PA

-Non-Participants:

City College/CUNY - 2
Queens College/CUNY - 2
Hofstra University, NY
SUNY-Potsdam, NY
St.Lawrence University, NY
University of North Carolina, NC
University of Toronto, Canada
University of Georgia, GA
Ohio State University, OH
Rocky Mountain College, Montana
Glassboro State College, NJ
Northeast Lousiana University, Louisiana
Southern Illinois University, Illinois

Science and Mathematics

-Participants:

City College/CUNY
Brooklyn College/CUNY
College of Staten Island/CUNY
York College/CUNY
Fordham University, NY
SUNY-Syracuse, NY
SUNY-Purchase, NY
Yeshive University, NY
Washington University, Missouri
Smith College, MA
Rutgers University, NJ
The University of Science &
Technology of China, China
Univ. of Mohamed V Rabat, Morocco
University of Guyana, Guyana
Beijing Normal University, China
University of Modena, Italy
SGGS Khalsa College, India
Universitaet Tuebingen, Germany
University of London, UK
Long Yan College, China

-Non-Participants:

City College/CUNY - 2
Hunter College/CUNY
Baruch College/CUNY
University of Colorado, Colorado
Osmania University, India
Imperial College, London, UK
National Chengem University, Taiwan
Tatung Institute of Technology, Taiwan
Peking University, China - 2
South China Teachers University, China
Univ. of Science & Technology, China
Lihn University, China
Zhongshang University, China
Moscow Technological University, Russia
University of Peradenija, Sri-Lanka
Chittagong University, Bangladesh
Aristotle University, Greece

Graduate Colleges:

Social Sciences

- **Participants:**
  - Hunter College/CUNY
  - John Jay College/CUNY
  - Queens College/CUNY
  - GSUC/CUNY
  - NYU, NY
  - Colombia University, NY
  - Yeshiva University, NY
  - Smith College, MA
  - University of Massachusets, MA
  - Boston University, MA
  - Arizona State University, Arizona
  - Universita' Degli Studi Di, Italy

- **Non-Participants:**
  - City College/CUNY - 5
  - Hunter College/CUNY - 4
  - Brooklyn College/CUNY
  - Queens College/CUNY
  - John Jay College/CUNY
  - GSUC/CUNY
  - Fordham University, NY
  - NYU, NY
  - New School, NY
  - Columbia University, NY - 2
  - Long Island University, NY - 4
  - St.John's University, NY
  - University of Arizona, AZ
  - University of Chicago, IL
  - Rutgers University, NJ
  - Jersey City State College, NJ
  - Ohio State University, OH
  - Univ. of Notre Dame, Indiana
  - Stanford University, CA
  - University of Connecticut, CT
  - Western Michigan Un., Michigan
  - Chalient University, India

Center for Development Studies, India
University of Puerto-Rico, Puerto-Rico
South West Univ.of Financial Econ.,China
East China Normal University, China
Natl Autonomous Univ.of Mexico, Mexico
Univ. Pedagogica Nacional, Colombia
Univ. Central de Barcelona, Spain

Humanities

- **Participants:**
  - CUNY BA;
  - Hunter College/CUNY - 2
  - City College/CUNY
  - NYU, NY
  - Columbia University, NY
  - Manhattan School of Music, NY

- **Non-Participants:**
  - Hunter College/CUNY - 2
  - Brooklyn College/CUNY
  - Queens College/CUNY
  - SUNY-New Paltz, NY
  - Trinity College, Hartford, CT
  - Florida State , Florida
  - Boston University, MA

University of Toronto, Ontario, Canada

Science and Mathematics

- **Participants:**
  - City College/CUNY - 5
  - Queens College/CUNY - 2
  - Hunter College/CUNY - 2
  - Brooklyn College/CUNY
  - College of Staten Island CUNY
  - Mt.Sinai Schl of Medicine/CUNY
  - NYU, NY
  - Washington University, Missouri
  - Rutgers University, NJ

East China Normal University, China
Univ. of Science & Tachnology, China
Freie Universitaet Berlin, Germany

- **Non-Participants:**
  - Queens College/CUNY - 5
  - City College/CUNY - 3
  - Hunter College/CUNY
  - Brooklyn College/CUNY
  - GSUC/CUNY
  - Texas University, Texas

State University, USSR
Moscow Technological University, USSR
University of British Columbia, Canada
Oingdao Institute of Chemical Technology, China
University of Science & Technology, China
Academia Sinica, China

Table 2
A Comparison of the Pre- and Postprogram Scores[1], and the Significance of the Differences[2], of the Social Sciences, Humanities, and Science and Mathematics' Groups to the Survey Items Dealing with Attitudes and Knowledge about Teaching[3]

ITEMS:	Social Sciences				Humanities				Science & Math				Combined Groups				
	Participants		Non-participants		Participants		Non-participants		Participants		Non-participants		pretest		posttest		
	pre-	post- p	pre-	post- p	pre-	post- p	pre-	post- p	pre-	post- p	pre-	post- p	part	nonp p	part	nonp p	
The single most important mission of a university is to educate undergraduates	**2.81**	**2.93**	**2.78**	**2.55**	**3.24**	**3.31**	**2.79**	**3.00**	**2.60**	**2.95**	**2.29**	**2.11**	**2.87**	**2.67**	**3.06**	**2.55**	*
A good teacher should both educate and entice future scholars	3.80	3.87	3.56	3.57	3.88	3.87	3.71	3.56	3.65	3.75	3.50	3.78	3.77	3.58	3.82	3.59	
Those who teach must be, above all, well-informed and knowledgeable about their field	**3.44**	**3.33**	**3.50**	**3.57**	**3.47**	**3.31**	**3.71**	**3.44**	**3.60**	**3.60**	**3.64**	**3.56**	**3.51**	**3.58**	**3.43**	**3.56**	
Teaching effectiveness should not be the primary criterion for promotion of faculty	2.25	2.13	2.06	1.95	2.00	2.00	2.07	2.78	2.45	2.20	2.64	2.89	2.25	2.19	2.12	2.36	
In good liberal arts colleges, tenure and promotion of faculty should focus heavily on their research and published articles	3.06	3.13	3.08	2.95	3.24	3.00	3.14	2.89	2.60	2.75	2.71	2.22	2.94	3.02	2.94	2.77	

Good teaching is often taken for granted and not rewarded	3.37	3.13	3.53	3.57	3.59	3.37	3.46	3.22	3.55	3.55	2.93	3.44	3.51	3.38	3.37	3.46				
Faculty are opposed to peer review of their teaching	2.44	2.13	2.62	2.38	2.87	2.60	2.62	2.56	2.70	2.60	2.93	2.78	2.67	2.69	2.46	2.51				
Almost all faculty view research as their preferred function	2.00	2.29	2.42	2.29	2.37	2.33	2.36	2.00	2.55	2.75	3.00	2.78	2.33	2.53	2.49	2.33				
Most graduate students think of teaching as merely a means of livelihood	2.75	3.00	2.71	2.67	2.65	3.12	2.64	2.78	2.35	2.55	2.07	2.11	2.57	2.56	2.86	2.56				
The best preparation for teaching advanced courses is specialized study	2.81	3.07	2.80	2.76	3.00	2.69	2.93	3.00	3.00	2.90	3.29	3.11	2.94	2.94	2.88	2.90				
A good teacher of under graduates needs only general knowledge of the subject and strong pedagogical skills	2.12	1.87	1.97	2.24	1.76	1.94	2.00	2.44	2.30	2.50	2.29	2.44	2.08	2.05	2.14	2.33				
All questions have one correct answer	3.44	3.79	3.58	3.80	3.76	3.75	3.86	3.33	3.63	3.30	*	3.71	3.56	3.62	3.67	3.58	3.63			
Students gain more from a well-structured lecture than from reading assignments	2.53	2.20	2.64	2.14	2.59	2.87	2.71	2.56	3.10	3.00		3.07	3.00	2.77	2.75	2.73	2.44			

F9

Most classroom discussions among students are not useful for the promotion of learning	3.50	3.53	3.50	3.19	3.47	3.31	3.50	3.44	3.30	3.30	2.93	3.22	3.42	3.38	3.37	3.26
Multiple choice tests are best for use in the "hard"sciences	2.75	2.53	2.69	2.43	2.76	2.44	2.79	2.78	3.05	3.10	3.14	3.22	2.87	2.81	2.73	2.69
The major disadvantage of giving essay tests to large classes is the time needed to score them	3.12	2.87	2.92	2.65	3.12	2.62	2.71	3.00	3.00	3.15	3.07	3.78	3.08	2.91	2.90	3.00
Multiple choice tests are no more objective than essay tests	2.62	2.93	2.22	2.29	2.53	2.69	2.71	3.00	2.40	2.35	2.36	2.44	2.51	2.36	2.63	2.49
Multiple choice tests can never assess students' depth of understanding of the subject matter	2.31	2.33	2.31	2.43	1.82	2.00	2.14	2.11	2.55	2.55	2.43	2.22	2.25	2.30	2.31	2.31
Essay, multiple choice, and "take home" exams are equally valuable for assessing knowledge of the course content	2.43	2.27	2.19	2.19	2.12	2.00	1.93	1.89	2.40	2.65	2.00	2.44	2.31	2.09	2.33	2.18
Good teachers usually don't give "make up" tests	1.94	1.53	1.66	2.00	1.94	2.06	1.71	1.78	2.00	2.35	1.71	2.00	1.96	1.68	2.02	1.95
Surprise tests are a good way to see if students are keeping up	2.69	2.87	2.83	2.38	2.41	2.69	2.64	2.33	2.15	2.45	2.29	2.78	2.40	2.67	2.65	2.46

F10

Grading on a curve is a way to make low scores and scores in the lower range more acceptable	**2.50**	**2.93**	*	**2.66**	**2.67**		**2.37**	**2.80**		**2.86**	**2.56**		**2.35**	**2.35**		**2.21**	**3.00**		**2.40**	**2.60**		**2.66**	**2.72**
It's never a good idea to let students try to negotiate their grade	1.94	2.50		2.64	2.38		3.12	3.44		2.79	2.67		2.90	2.85		2.64	2.78		2.68	2.67		2.94	2.54
Test should have tight time limits to <u>really</u> assess what students know	**2.87**	**3.60**	*	**2.92**	**3.14**		**3.18**	**2.87**		**3.21**	**2.89**		**2.90**	**2.70**		**2.86**	**2.89**		**2.98**	**2.97**		**3.02**	**3.03**
Students are entitled to state any opinion in class, no matter how offensive some others may find it	2.37	2.80	*	2.61	2.71		2.53	2.69		2.21	2.56		2.75	2.65		2.07	2.44		2.57	2.41		2.71	2.62
Students' personal experiences should be encouraged only if they illustrate points in the class discussion	2.81	2.93		3.17	3.29		3.35	3.06		3.00	3.22		3.05	3.30		2.71	2.78		3.08	3.03		3.12	3.15
The first day of class is best used for talking about "administrative" details	2.56	2.36		2.64	2.62		2.76	2.37		2.71	2.56		2.25	2.05		2.14	2.56		2.51	2.55		2.24	2.59
It's not OK to dismiss students from class early on the 1st day	**2.31**	**2.87**		**2.57**	**2.81**		**2.71**	**2.87**		**2.14**	**2.56**		**2.95**	**3.55**	*	**3.14**	**3.00**		**2.68**	**2.60**		**3.14**	**2.79**
Students should have some say in what topics are included on the syllabus	2.44	2.27		2.25	2.38		2.47	2.87	*	2.79	2.67		2.35	2.50		2.36	2.44		2.42	2.39		2.55	2.46

F11

It is not necessary for teachers to set goals for each class period as long as they have an overall plan for the course	3.27	3.20		3.53	3.38		3.12	3.31		3.57	3.33		3.15	3.45		3.29	2.56		3.17	3.48	*	3.33	3.18
There is usually only one good way to explain a principle	**3.62**	**3.29**		**3.81**	**3.62**		**3.82**	**3.81**		**3.64**	**3.22**		**3.70**	**3.60**		**3.93**	**3.67**		**3.71**	**3.80**		**3.58**	**3.54**
Students need to master quite a bit of detailed knowledge before they can understand a subject	**2.44**	**2.27**		**2.25**	**2.38**		**2.24**	**2.19**		**2.36**	**2.56**		**2.60**	**2.75**		**2.71**	**2.56**		**2.43**	**2.34**		**2.47**	**2.44**
Instructors should never assign a text or reading that they have not themselves read	**3.31**	**3.40**		**3.44**	**3.57**		**3.82**	**3.69**		**3.64**	**3.67**		**3.55**	**3.60**		**3.29**	**3.22**		**3.57**	**3.45**		**3.57**	**3.51**
Teachers should be flexible about setting deadlines for class assignments	2.44	2.73		2.44	2.52		2.82	3.00		2.43	2.67		2.35	2.90	*	2.29	2.78		2.53	2.41		2.88	2.62
Because some students are often late to class, the instructor should delay the start until almost all students are present	3.50	3.67		3.81	3.48		3.71	3.75		3.79	3.78		3.70	3.90		3.57	3.56		3.64	3.75		3.78	3.56
Instructors are obliged to be available to students for consultation on course-related matters	**3.37**	**3.60**		**3.72**	**3.62**		**3.88**	**3.73**		**4.00**	**3.78**		**3.70**	**4.00**	*	**3.50**	**3.00**		**3.66**	**3.73**		**3.80**	**3.51**

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outside of class																
In large classes, instructors need not learn the names of the students	3.19	2.93		3.14	3.14		3.29	3.31		3.00	2.67		2.85	2.85		3.00	2.78		3.09	3.08		3.02	2.95	
If a student's paper is good, the instructor needs only write a grade on it	3.69	3.50		3.83	3.62		3.59	3.62		3.71	3.67		3.10	3.10		3.21	3.22		3.43	3.67	*	3.38	3.54	
A good classroom test should cover all material taught in the course	2.31	2.07		2.19	2.33		2.59	2.80		2.29	2.22		2.65	2.45		2.50	2.33		2.53	2.28		2.45	2.31	
If students cannot complete a test in the allowed time, they probably don't know the material	**3.50**	**3.50**		**3.31**	**3.43**		**3.24**	**2.93**		**3.36**	**3.56**		**2.95**	**3.10**		**3.14**	**3.00**		**3.21**	**3.28**		**3.16**	**3.36**	
It is not necessary for the instructor to inform the class of the importance of each answer in the grading of the exam	3.44	3.50		3.25	3.33		3.41	3.69		3.57	3.56		3.30	3.55		3.29	3.00		3.38	3.33		3.58	3.31	
"Surprise" tests are almost never OK to administer	2.69	2.93		2.69	2.90		2.35	2.56		2.93	2.22		2.20	2.40		3.07	2.33		2.40	2.83	*	2.60	2.62	
Tests & papers should be graded without the teacher knowing the author	**3.00**	**3.79**	*	**2.51**	**2.76**		**2.37**	**2.81**		**2.07**	**2.67**		**2.80**	**3.10**		**3.07**	**3.67**		**2.73**	**2.54**		**3.20**	**2.95**	

F13

Grades foster competition	2.69 2.79	2.72 3.10	2.59 2.67	2.86 3.11	3.40 3.50	3.36 2.89	2.92 2.89	3.04 3.05	
Sometimes it's OK for a teacher to award a grade on a basis other than the student's performance in the course	3.06 3.21	3.53 3.19.	3.53 3.56	3.29 2.89	2.95 3.15	3.07 3.22	3.17 3.38	3.30 3.13	
Grades should reflect not only students' performance on the exams, papers and assignments, but also their previous record	**3.69 3.86**	**3.72 3.81**	**3.82 3.75**	**3.64 3.89**	**3.15 3.60**	**3.64 3.78**	**3.53 3.69**	**3.72 3.82**	
It's OK not give a low grade if the teacher avoids a confrontation	3.44 3.57	3.86 3.81	3.82 3.94	3.71 4.00	3.60 3.70	3.43 3.22	3.62 3.73	3.74 3.72	
Students are entitled to know when their teacher's opinion is not shared by most other scholars in the field	3.19 3.36	3.72 3.76	3.71 3.56	3.57 3.44	3.35 3.55	3.07 3.22	3.42 3.55	3.50 3.56	
It is very hard for an instructor to argue for his/her own view and also encourage students to think independently	**2.19 1.93**	**1.94 1.86**	**1.88 2.69 ***	**2.29 1.89**	**2.20 2.60**	**1.86 2.11**	**2.09 2.00**	**2.44 1.92 ***	

F14

In a classroom, all expressed opinions should be considered equally sound, valid, and well-founded	2.69	2.93	2.94	3.19	3.06	3.06	3.36	3.13	2.70	2.90	2.50	2.78	2.81	2.94	2.96	3.13
Observation by peer is not the way most faculty prefer to be evaluated	**1.62**	**1.86**	**1.44**	**1.62**	**1.59**	**1.56**	**1.43**	**1.56**	**1.35**	**1.55**	**1.93**	**1.56**	**1.51**	**1.55**	**1.64**	**1.59**

1. Ratings were in a 4-point scale where 1.0 = strongly disagree and 4.0 = strongly agree; the higher the score, the more strong the aggreement with the statement. Scoring has been adjusted for negatively worded statements.

2. * = significant at the 5% significance level
   ** = significant at the 1% significance level or better

3. Knowledge items are in boldface.

Table 3

A Comparison of the Pre- and Postprogram Knowledge and Attitudes Subscores, and the Significance of the Differences[1] of the Social Sciences, Humanities, and Science and Mathematics' Groups and of Participants (all groups combined) and Nonparticipants (all groups combined).

Groups	Knowledge			Attitudes		
	pretest	posttest	p	pretest	posttest	p
Social Sciences (P+NP)	2.84	2.89		2.85	2.87	
Humanities (P+NP)	2.92	2.90		2.96	3.02	
Science & Math (P+NP)	2.90	2.96		2.80	2.91	*
Participants (all groups)	2.89	2.92		2.87	2.93	*
Non-Participants (all groups)	2.85	2.84		2.89	2.87	

[1] * = significant at the 5% significance level

FIGURE 3

KNOWLEDGE

Mean Scores

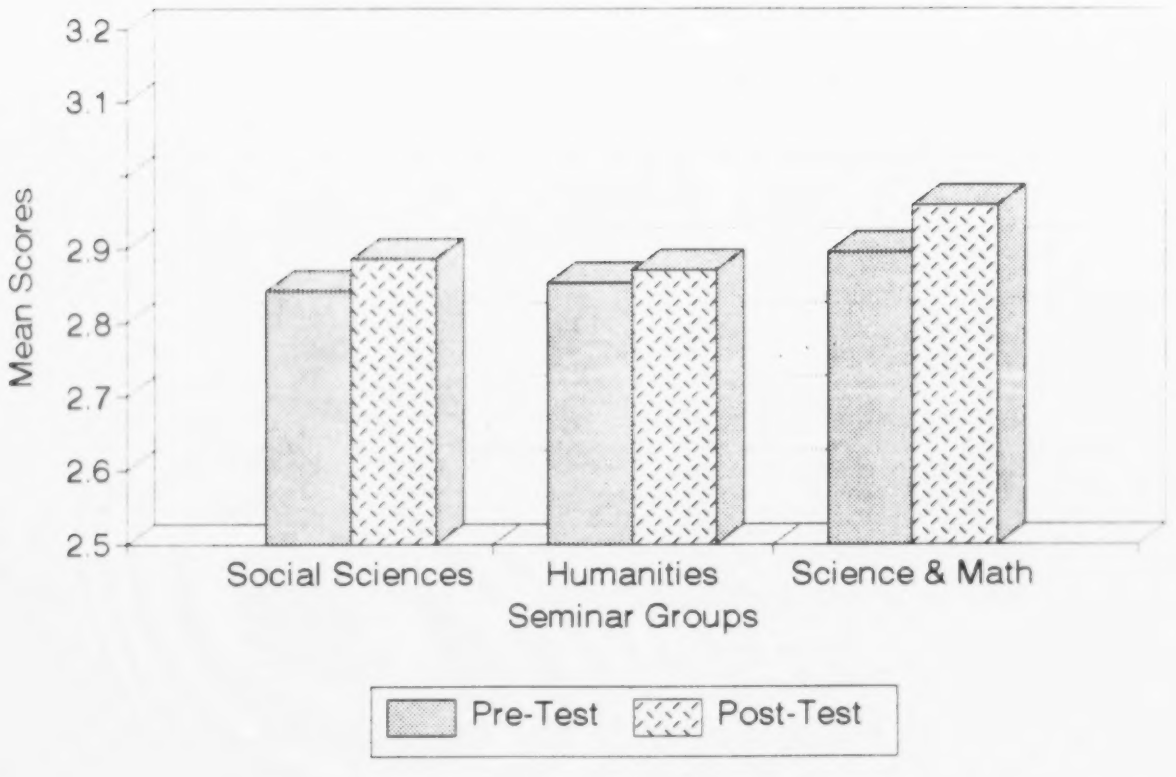


FIGURE 4

ATTITUDES

Mean Scores

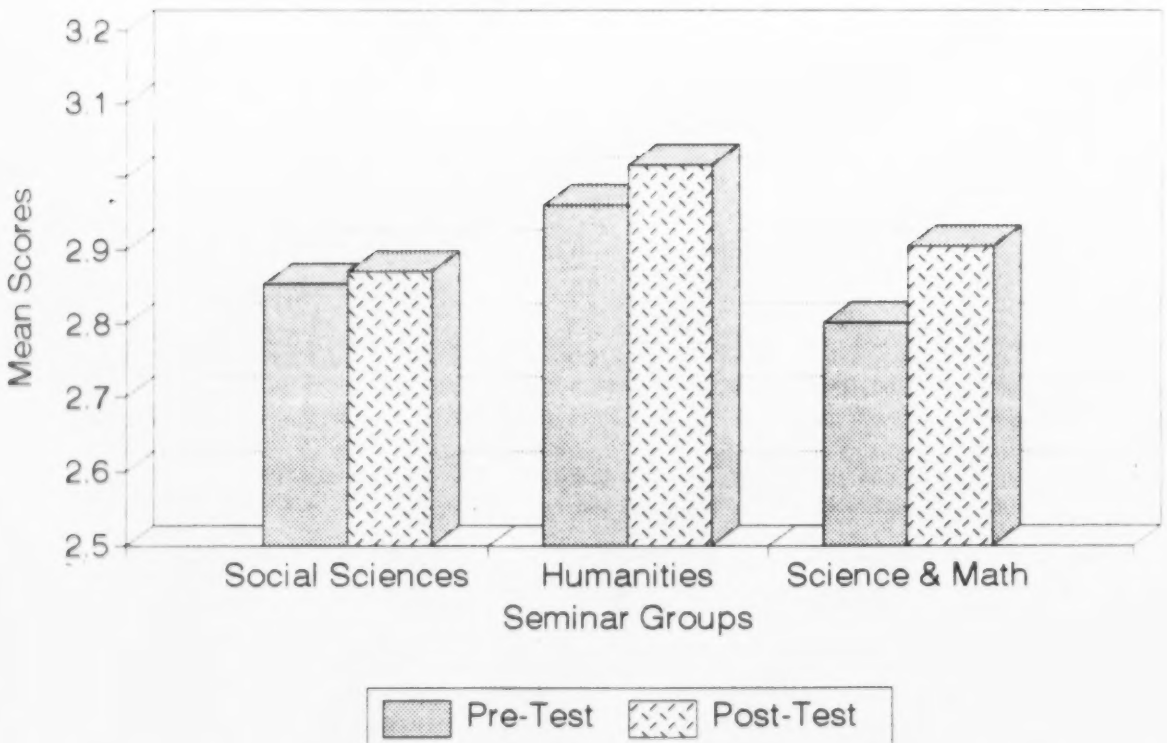


Table 4
A Comparison of the Pre- and Post-Program Scores, and the Significance of the Differences[1], of the Social Sciences, Humanities, and Science and Mathematics' Groups to the Survey Items Dealing with Levels of Feelings of Confidence[2].

ITEMS:	Social Sciences				Humanities				Science & Math				Combined Groups				
	Participants		Non-participants		Participants		Non-participants		Participants		Non-participants		pre-		post-		
	pre-	post- p	pre-	post- p	pre-	post- p	pre-	post- p	pre-	post- p	pre-	post- p	part	nonp p	part	nonp p	
As a teacher I feel confident about ...																	
Speaking before groups of 40 or more people	2.62	3.14	3.11	3.43	2.41	2.81	2.93	3.11	3.35	3.60	2.43	2.89	2.83	2.92	3.22	3.23	
Preparing lectures	2.50	3.43	2.97	3.05	2.81	3.31	2.86	3.11	3.20	3.55	2.86	2.67	2.87	2.92	3.44	2.97	*
Selecting textbooks and readings for a course	2.69	3.50	2.81	2.90	2.76	3.56	2.79	3.11	2.85	3.50	2.64	2.44	2.77	2.77	3.52	2.85	*
Knowing what type and how much homework to assign	2.00	3.29	2.58	2.86	2.76	3.12	3.00	2.89	2.80	3.20	2.36	2.78	2.55	2.63	3.20	2.85	*
Deciding on topics for term papers	2.56	3.36	2.89	2.95	2.53	3.19	2.93	2.89	3.00	3.35	2.57	2.89	2.72	2.83	3.30	2.92	*
Being able to handle students' questions	2.62	3.21	2.58	2.81	2.94	2.87	2.79	3.11	3.15	3.50	2.50	2.78	2.92	2.81	3.22	3.03	
Being able to guide classroom discussion	2.56	3.29	3.08	3.10	2.47	2.94	2.64	3.22	2.75	3.35	2.50	2.67	2.60	2.86	3.20	3.03	
Preparing multiple-choice or short-answer tests	2.62	3.21	2.58	2.81	2.88	3.19	3.14	3.11	2.85	3.35	2.71	2.89	2.79	2.73	3.26	2.90	

Planning essay tests	2.75	3.50	3.00	3.24	2.65	3.06	3.14	3.22	2.85	3.30	2.36	3.00	2.75 2.89	3.28 3.18
Grading essay tests and students' other written work	2.62	3.21	2.83	3.05	2.12	2.94	3.07	2.89	2.95	3.20	2.36	3.00	2.58 2.78	3.12 3.00
Conducting student teacher conferences	2.37	3.21	2.92	3.00	2.59	3.19	2.93	3.44	2.65	3.20	2.43	2.56	2.55 2.81	3.20 3.00
Assigning course grades	2.44	3.36	2.89	3.05	2.24	3.00	2.79	3.00	3.00	3.50	2.64	3.00	2.58 2.81	3.30 3.03
Resolving classroom conflicts between students	2.19	3.07	2.78	2.86	2.06	2.81	2.57	2.67	2.10	2.65	2.21	2.33	2.11 2.61 *	2.82 2.69
Dealing with plagiarism, cheating & other forms of academic dishonesty	2.50	3.50	2.47	2.86	2.59	2.81	2.43	3.00	2.40	3.05	2.43	2.44	2.49 2.45	3.10 2.79 *
Negotiating test scores & grade disputes with students	2.31	3.50	2.58	2.62	1.94	2.87	2.21	2.89	2.70	3.45	2.43	2.44	2.35 2.47	3.28 2.64 *
Encouraging culturally diverse points of view in my class	2.81	3.57	3.14	3.43	3.12	3.37	3.64	3.56	2.65	3.10	2.50	2.78	2.85 3.11	3.32 3.31
Getting students to participate in class exercises and discussions	2.75	3.36	3.14	3.43	2.53	3.12	2.93	3.33	2.85	3.55	2.71	2.56	2.72 3.00	3.36 3.08
Being able to interest students in subject matter	2.80	3.43	3.06	3.14	2.88	3.37	3.07	3.44	3.00	3.60	2.71	3.11	2.90 2.98	3.48 3.20

F20

Dealing with students with poor basic skills in reading, writing, mathematics	2.75	3.36	2.72	2.33	2.00	2.81	2.43	3.00	2.55	3.20	2.43	2.56	2.43	2.31	3.12	2.54 *
Understanding the uniqueness of urban students	2.25	3.69	2.92	3.11	2.59	3.31	2.79	3.11	2.25	3.50	2.21	2.44	2.35	**2.73 ***	**3.49**	2.94 *

1 * = significant at the 5% significance level
** = significant at the 1% significance level or better

2 Level of Confidence was assessed in a 4-point scale where
1.0 = not at all true for me now and
4.0 = very true for me now

F21

Participants' Responses to Question #10
on the Opinion Survey Posttest,
by Category

"What have you done or will you do differently in your teaching as a result of participating in the FIPSE seminar?"

Be more aware of/concerned with students' needs

- Ask students to list some basic information [about themselves] on index cards.
- I will attempt to get to know the students so as to introduce material they can relate to.
- I will assess the level of the classroom and teach accordingly.
- Make certain that I learn the names of all my students and get them to participate.
- I'll be more aware of the need to understand my students' varying levels of skills early in the semester.
- Accept fact that students have special needs and not all are geniuses. Be patient with them.
- I think I will show greater sensitivity to the needs of female students.
- Understand the qualities and limitations of students.
- Understand how the cultural mixture in a class can affect the class and me.
- Also be more sensitive to finding the appropriate level of difficulty in an intro course.
- Be more sensitive to the culturally diverse background of students, and thus be less judgmental.
- I will be more open about the time demands on my students.
- I will be more sensitive about cultural nuances.
- Remember not to assume things that may or may not be in my students' background.
- Learn their names.
- I know now how to handle students who come to class without the (pre)requisite skills.
- Concentrate on developing a good relationship with students in and out of the classroom and attempt to understand their backgrounds and social situations.
- Try to remember the students' names.
- I will be more sensitive to math anxiety.
- I will be more sensitive towards ESL students.
- Do a small survey at beginning of semester [to find out about my students.]
- Discuss with students after a few class sessions to see if my plan is good for them.
- Be cautious as to the level of preparedness of each student.
- Be a better listener to the students' problems.
- Be observant of students that are being left behind, and set up systems to enable them to catch up.
- Treat my students with more respect.
- Take the subject [matter] anxiety into consideration when teaching a course.
- Help students on an individual basis: many students come to school with a lot of problems at home, work, etc. These students sometimes need extra help that can help them do better.
- I will be attuned to the background and needs of my students.

Stimulate/Support Student Interaction and Classroom Participation

- Provide students with lots of external support.
- Encourage discussion and presentations by students--class dynamics.
- I will motivate student participation, e.g., through oral presentations.
- Allow more student input, ideas, discussions.
- Include group activities.
- Try other teaching methods, not just lecture.
- I would plan to lecture less and use group work more.
- Make more effort to arrange group projects.
- Organize group discussions and assignments.
- I am more open to participation/discussion as a teaching technique.
- Allow more opportunities for group discussions/interactions.
- Give more individual explanations.
- Give students more time/opportunity to answer a question.
- I would try to interact even more with the students, especially the "quiet" ones.
- I will attempt to encourage cooperative learning.
- Use different ways to convey the same material.
- Encourage students to work together.
- Give students a chance to form groups and study together.
- Get my students more involved in the classroom.
- I will encourage student participation and involvement.
- I will encourage students to interact with and help each other.

Try Different/New Teaching Strategies

- Encouraged me to try different techniques and media.
- Use a variety of teaching techniques.
- I will use more of the available technology.
- Include different approaches other than straight lecture.
- Be more creative about course material sources.
- I would include diverse teaching aids in my syllabus.
- I have also learnt to be versatile, constantly introducing up-to-date information in my field to keep the students interested.
- Use some of the teaching techniques that were discussed in the seminar.
- Be flexible and experiment with different teaching techniques, depending on subject matter.
- Adapt methods to their [students'] responses (not material; but yes, methods).
- Apply teaching techniques presented by [seminar] speakers (i.e., learning through "in-class essays").
- Make sure that they understand the lecture and use audiovisual equipment.
- More emphasis on real life analysis to make lecture interesting.
- I will be more flexible regarding content and depth of courses.
- I will try to make the science more intuitive.
- Try innovative teaching methods for underprepared students.

- Schedule/require viewing of videos.

Be a Better Organized/Prepared Instructor

- Prepare a written lesson plan for each class.
- Write class objectives on the board.
- Be explicit in all course demands.
- Provide very clear structure (i.e., outline course material, show relations among parts).
- Structure goals and objectives for each class.
- I will be more creative in developing my "lesson plans" and course assignments.
- I have learned to be more organized before each lecture.
- Plan courses and sessions in detail.
- I will place a great deal of emphasis on clear organization.
- I will distribute handouts with instructions for papers and other administrative business.
- I hope to be more organized in both course content and time management.
- I will be especially cautious about presenting the material clearly (not abstractly).
- Organize in advance.
- I would place more emphasis on organization.
- I would make a precise "synopsis" of the topic at the beginning of class.
- Provide explicit requirements for course.
- Periodically "sum up" the lecture.

Develop Better Syllabi

- Spend as much time as possible on my syllabus to make it concise and clear.
- Make my syllabus more clear (i.e., include description of the course).
- I would make the syllabus a contract [between me and my students].
- Spend more effort on syllabus development.
- Create a more detailed syllabus.
- Organize a better, clearer syllabus.
- I will develop a clear syllabus that has every assignment, test, etc.
- I'll make the syllabus and other "business" very clear.
- Prepare more detailed syllabus, with more but shorter assignments.
- Give all possible information in the syllabus; view it as a pact between the teacher and the student.
- I will have an improved curriculum based on information provided in the seminar.
- Develop a better course outline and syllabus.
- Write a much more specific syllabus than I might have come up with on my own.

Select Textbooks More Carefully

- Thoughtful choice of text.
- While choosing a book for the course, read it through the eyes of the students.

- Spend time selecting textbooks and readings for a course.

Tests and Testing/Grading

- Conduct several student evaluations via tests and other means.
- Be more attentive to construction of exams.
- I would design exams differently, to make sure they fairly test the things I'd taught.
- Test students on what I've taught, not what I think they should know.
- Never give surprise tests.
- I will not accept late assignments and will only give make-up tests if something very serious has occurred in the student's life.
- I'll grade tests and papers without knowing who the authors are.
- Plan my lectures, assignments, projects, etc., more carefully in relation to tests.
- Give both multiple choice tests as well as other written, essay type tests.
- Take grading more seriously.
- Include short essay questions on tests.
- Give more fair exams.
- Schedule more quizzes/surprises.
- Allow one exam of several to be dropped in assembling a grade.

Emphasize Student Writing

- Provide students with models and samples of proper writing.
- I would continuously seek opportunities, creative ways to elicit student writing when I could.
- Now I may ask students to write after I teach a new concept.

Student Assignments

- Think more carefully and clearly about topics for papers and set up a definite set of criteria for a good paper, along with possible samples for students.
- Give more thought to deciding on topics for term papers.
- Will give much more attention to careful communication of what is expected in an assignment/what points will be looked for/how a question will be graded.

Classroom Management and Student Behavior

- I will try to be consistent in whatever policies I decide to implement.
- The importance of in-class clarity of content... I believe good administration of the classroom can send a poor or a professional message to the students.
- Start class on time (not wait for latecomers).
- I'll be somewhat stricter in my enforcement of the "rules"--e.g., being on time, handing in

assignments on time, etc.

- Enforce rules I laid down for the class so as to convince the students that "I'm in charge here."
- I will adhere to a very strict attendance policy.
- Be much firmer about classroom structure and make it clear to students what my expectations are in the beginning.
- I now have more ideas about how to manage the classroom.
- Be clear about expectations from day one on.
- Take cheating more seriously.
- I'll report some students with special problems to the chairperson.
- Be more specific about the course requirements, such as attendance, participation in class, exams, and assignments--spelling out details so that they are clear, especially to those students who may have difficulty understanding oral instructions.
- I will develop strategies for treating disruptive students, cheating, plagiarism, negotiating grades.
- Will give more emphasis (assume less knowledge on the parts of the students) re: study habits; plagiarism; telling them how to go about assignments, etc.

Miscellaneous

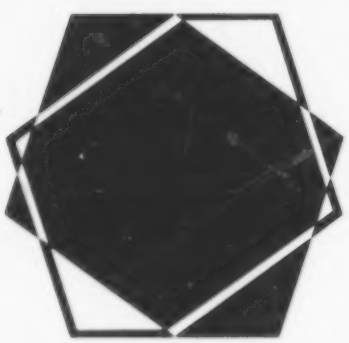
- I will also hand out index cards; minimally once a week, for input on my lecture and what I have done which could be confusing to students.
- Assign less work.
- I have learned to circulate more among my students while teaching.
- Made me think about what a good professional relationship with students means.
- I understand more the "administrative" bureaucracy.
- Follow my own teaching instincts more and be more assertive in using them.
- I may allow students to tape record lectures.
- Try to include more multi-cultural material.

APPENDIX G

Certificate of Completion

The Graduate School and
University Center of
The City University of New York
awards this certificate to

for successful completion of



FIPSE Project Director

Seminar Director

Date

G2